

AGENDA
BOARD OF TRUSTEES
ARGYLE INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING

DATE: July 15, 2019
TIME: 6:00 PM
LOCATION: Argyle ISD Board Room
800 Eagle Drive

This public meeting of the Argyle Independent School District Board of Trustees is governed by laws of Texas and policies of the Board. If, during the course of this meeting it is determined that discussion of any item on the agenda, in addition to the items specified below, should be held in a closed session, the Board will conduct a closed session in accordance with the Texas Open Meetings Act, Tex. Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in the open meeting. The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows: (Items do not have to be taken in the same order as shown on the meeting notice.)

- 1. Call to Order - Determine if a Quorum is Present**
- 2. Executive Session as authorized by Government Code, Chapter 551, Subchapters D and E:**
 - A. Pursuant to Texas Government Code Section 551.074, to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.**
 - B. Issues Regarding a Public School Student which may reveal Personally Identifiable Information about the Student (551.0821)**
- 3. 7:00 p.m. - Return to open meeting and take any action deemed necessary upon discussion in the closed meeting**
- 4. Pledge of Allegiance to the United States and Texas Flags**
- 5. Moment of Silence**
- 6. Public Forum/Comments to the Board (limit 5 minutes each or 30 minutes total)**
- 7. Consent Items**
 - A. Minutes for June 10, 2019**
 - B. Minutes for June 17, 2019**
 - C. T-TESS Calendar**
 - D. General Operating Checks and Financial Reports - June 2019**
 - E. Capital Projects Report - June 2019**
 - F. Interlocal Agreement for Tax Collections**
 - G. Agreement for the Purchase of Attendance Credits**
 - H. Templeton 2019-20 Demographic Services**
 - I. Donations to AISD**
 - J. Fiber Construction Agreement**
 - K. Capital Projects Payment Request**
 - L. Budget Amendment #5**
- 8. Reports**
 - A. Construction Update (5)**
 - B. Superintendent Report (15)**
 - 1. Update on District goals and activities**
 - C. Campus Handbooks (15)**
 - 1. HT Handbook**
 - 2. West Handbook**
 - 3. AIS Handbook**
 - 4. Middle School Handbook**
 - 5. High School Handbook**
- 9. Discussion/Action Items**
 - A. Consider approval of setting date and time for a public hearing to set tax rate and adopt budget for 2019-2020 year (5)**
 - B. Consider approval of Supplemental Pay Schedule for 2019-20 (5)**
 - C. Consider approval of Steele Freeman GMP for Phase II of High School for \$60,890,966.**
- 10. Adjourn**

I, the undersigned, do hereby certify that this notice was posted at I, the undersigned, do hereby certify that this notice was posted at 5:00 p.m., July 12, 2018, on the bulletin board outside of the administration building and on <http://www.argleisd.com>, which is at least 72 hours prior to the date and time of the scheduled meeting. on the bulletin board outside of the administration building and on <http://www.argyleisd.com> which is at least 72 hours prior to the date and time of the scheduled meeting.

ARGYLE INDEPENDENT SCHOOL DISTRICT

By: _____
For the Board of Trustees

Minutes of Special Meeting June 10, 2019

The Board of Trustees Argyle ISD

Present:

Sam Slaton, President	Richie Deffenbaugh
Craig Hawkesworth, Secretary	Brad Lowry
	Dr. Leona McDade
	Jeff Williams

Absent:

Dr. John Bitter, Vice-President

School Personnel Present:

Dr. Telena Wright, Superintendent
Liz Stewart, CFO
Chris Daniel, Deputy Superintendent

A Special of the Board of Trustees of Argyle ISD was held Monday, June 10, 2019, beginning at 6:00 PM in the Argyle ISD Board Room, 800 Eagle Drive, Argyle, Texas 76226.

1. Call to Order - Determine if a Quorum is Present
A quorum was established.
2. Executive Session as authorized by Government Code, Chapter 551, Subchapters D and E:
 - A. Pursuant to Section 551.074 of the Texas Government Code to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee
3. Return to Open Meeting and take any action deemed necessary upon discussion in the closed meeting.
4. Pledge of Allegiance to the United States and Texas Flags
5. Moment of Silence
6. Public Forum/Comments to the Board (limit 5 minutes each or 30 minutes total)
7. Discussion/Action Items
 - A. Consider approval of offer from TXDOT for 6331 sf for right of way on 377
Richie Deffenbaugh made a motion to approve offer from TXDOT for 6331 sf for 377 right of way.
Craig Hawkesworth seconded the motion.
The motion passed 6-0.

B. Consider approval of new position at West for Life Skills Special Education at a cost of approximately \$60,000 from M&O

Craig Hawkesworth made an amended motion to post but delay approval of a position at West for Life Skills Special Education.

Brad Lowry seconded the motion.

The motion passed 6-0.

8. Workshop

A. 2019-2020 Budget

9. Adjourn

Board President

Board Secretary

Minutes of Regular Meeting

The Board of Trustees

Argyle ISD

Date: June 17, 2019

Time: 6:00 p.m.

Place: Argyle ISD Board Room
800 Eagle Drive
Argyle, TX 76226

Members Present:

Sam Slaton, President ; Dr. John Bitter, Vice-President; Craig Hawkesworth, Secretary; Richie Deffenbaugh; Brad Lowry; Dr. Leona McDade; Jeff Williams

School Personnel Present:

Dr. Telena Wright, Superintendent; Liz Stewart, CFO; Chris Daniel, Deputy Superintendent; Deana Steeber, Assistant Superintendent; Yvolene McGarvey, Administrative Assistant; John King, High School Principal; Scott Gibson, Middle School Principal; Renee Funderburg, Intermediate School Principal; Mandi Murphy, Hilltop Principal; Greg Royar, Chief Technology Officer

A Regular of the Board of Trustees of Argyle ISD was held Monday, June 17, 2019, beginning at 6:00 PM in the Argyle ISD Board Room, 800 Eagle Drive, Argyle, Texas 76226.

1. Call to Order - Determine if a Quorum is Present
President Sam Slaton determined a quorum was present and called the meeting to order at 6:01 p.m.
2. Executive Session as authorized by Government Code, Chapter 551, Subchapters D and E:
 - A. Pursuant to Section 551.074 of the Texas Government Code to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, specifically:
Discuss duties of Board and Superintendent regarding security
 - B. Issues Regarding a Public School Student which may reveal Personally Identifiable Information about the Student (551.0821)
3. 7:00 p.m. - Return to open meeting and take any action deemed necessary upon discussion in the closed meeting
 1. Dr. Leona McDade made a motion to approve closed session recommendations as presented by the superintendent.
 2. Richie Deffenbaugh seconded the motion.
 3. Motion was approved 7-0.

4. Pledge of Allegiance to the United States and Texas Flags
5. Moment of Silence
6. Public Forum/Comments to the Board (limit 5 minutes each or 30 minutes total)
7. Consent Items
 - A. Minutes for May 13, 2019
 - B. General Operating Checks and Financial Reports - May 2019
 - C. Capital Projects Report - May 2019
 - D. Region XI Contract Summary Report 2019-2020
 - E. Master Services Agreement with DISA Global Solutions; Substance Abuse Program Management Services
 - F. Delinquent Tax Attorney
 - G. Renewal of TASB Property and Casualty Insurance
 - H. Donations to AISD
 1. AEBC donated \$14,500 to purchase weight room equipment and iPads/software for weight room.
 2. AIS PTA donated \$811 to purchase end of year awards.
 3. Jostens donated \$700 to AHS for general use.
 4. HS PTO donated \$193.27 to purchase a printer for HS Social Studies teacher.
8. Reports
 - A. Construction Update (5)
 - B. Superintendent Report (15)
 1. Update on District goals and activities
 2. Transportation Report
 - C. Campus Updates for Strategic Plans (30)
 1. Argyle High School
 2. Argyle Middle School
 3. Argyle Intermediate School
 4. Hilltop Elementary School
 - D. Assistant Superintendent Report (15)
 1. ESL Report
 2. Quarterly Report June 2019
9. Discussion/Action Items

- A. Consider approval of purchase of Chromebooks and cases for high school and middle school growth from Dell in an amount not to exceed \$95,000
 - 1. Richie Deffenbaugh made a motion to approve purchase of Chromebooks.
 - 2. Dr. Leona McDade seconded.
 - 3. Motion passed 7-0.

- B. Consider approval of A133 and A201 contracts with Steele Freeman
 - 1. Craig Hawkesworth made a motion to approve contracts with Steele Freeman.
 - 2. Jeff Williams seconded the motion.
 - 3. Motion passed 7-0.

- C. Consider approval of GMP for Phase II HS Steele Freeman
 - 1. Brad Lowry made a motion to table.
 - 2. Dr. Leona McDade seconded.
 - 3. Motion passed 7-0.

- D. Consider approval of addition of Life Skills teacher at West at a cost of \$60,000
 - 1. Brad Lowry made a motion to approve Life Skills teacher at West..
 - 2. Dr. Leona McDade seconded.
 - 3. Motion passed 7-0.

- E. Consider approval of addition of position of Crisis Coordinator at a cost of \$90,000
 - 1. Craig Hawkesworth made a motion to approve crisis counselor for district.
 - 2. Richie Deffenbaugh seconded.
 - 3. Motion passed 7-0.

- F. Consider approval of increase in cafeteria prices
 - 1. Jeff Williams made a motion to approve increase in cafeteria prices..
 - 1. Brad Lowry seconded.
 - 2. Motion passed 7-0.

- G. Consider approval of raises for 2019-2020 under requirements of HB3
 - 1. Dr. Leona McDade made a motion to approve salary recommendations.
 - 2. Craig Hawkesworth seconded..
 - 3. Motion passed 4-0 with Brad Lowry, Sam Slaton, and Jeff Williams abstaining.

Meeting was adjourned at 10:15 p.m.

Board President

Board Secretary



Argyle Independent School District

2019-2020

Texas Teacher Evaluation Support System (T-TESS)
Appraisal Calendar

Month	Action	Person(s) Responsible	Required Document
August 12-15	Training for T-TESS	Campus Principals	T-TESS Training Manuals
August 19 - September 9	*Teacher Self-Assessment and Goal Setting Plan Part 1 due in Eduphoria September 9 *Teachers not new to AISD may only need to make edits to goals established in their EOY prior to submitting.	Teacher	T-TESS Self-Assessment and Goal Setting Form in Eduphoria
August 19 - September 9	*Goal Setting Conferences due September 9	Campus Appraiser	No required form for Appraiser (teacher goals should be approved prior to submitting).
September 10	Pre-observation Conferences may begin	Appraiser schedules conference	T-TESS Observation Form
September 10 - March 27	*Formal Observations Period *Post-observation conferences must be completed 10 days after a formal observation.	*Appraiser conducts observation and completes form *Teacher signs form	T-TESS Observation Rubric (Domains 1-3) in Eduphoria
September - May	*Artifacts or evidence for Domain 4 should be collected throughout the year in preparation for EOY conferences that will be held in April and May.	Teacher	Teacher artifacts
March 30 - May 8	*Artifacts and Evidence must be shared with appraiser at least 10 days prior to the summative conference. *Complete the Teacher Self-Assessment & Goal Setting Part 2 and Professional Development Plan prior to Summative Conference.	Teacher	*Teacher Artifacts *Teacher Self-Assessment & Goal Setting Form in Eduphoria
March 30 - May 8	*Summative Conferences scheduled and held by appraiser * A written summative report must be provided to the teacher within 10 working days after the conclusion of the summative conference but no later than May 8, 2019 (15 working days prior to the last day of instruction). .	*Appraiser schedules conferences and completes form. *Teacher signs form	T-TESS Summative Form in Eduphoria
May 8	Deadline for summative conferences completed in Eduphoria	Appraiser	T-TESS Summative Form

- All teachers will receive face-to-face training or a refresher over T-TESS no later than the final day of the first three weeks of school and at least two weeks before the first observation.
- When developing the goal setting plan, teachers must set two goals for the year. One of the goals must be a student learning objective. Both goals must be approved by the assigned appraiser.
- All returning teachers to AISD will receive at least one 45-minute observation. New teachers to AISD will receive at least two 45-minute observations.
- Observations may not be conducted on days identified in policies DNA (Legal) and DNA (Local).
- T-TESS orientation for late hires will be provided by the campus principals as needed.
- The appraisers for AISD are: John King, Christy Keck, Jonathan DeLay, Scott Gibson, Trevor Baker, Dona Lumsden, Renee Funderburg, Brady Bell, Mandi Murphy, Kris George, Dawn Jordan, Kristen Haynes, Deana Steeber, Vanessa Branch, and Chris Daniel. Additional appraisers may be added to this list throughout the year as additional administrators are hired.

Monthly Finance Report
Argyle Independent School District

July 9, 2019

Budget Month June

Financial Highlights

Summary Board Report (3050)

Combined Funds Report (3051)

Investment Report

Tax Collection Report

Check Register

Budget Comparison

Argyle ISD
Financial Summary
July 10, 2019

The financial reports included for this month are as of June for the 18-19 fiscal year. We have an enrollment of 3105 as of May 23rd. This is higher than the enrollment projection numbers from the demographer that were used for the budget. We amended our budget in January to increase our ADA as of the end of the first semester. Amendment #5 included in the July Board meeting increases the ADA to the final for the 18-19 school year. We also continue to monitor expenditures to ensure they are in line with our budget for this point in our fiscal year.

Budget amendment #5 includes changes to the tech 1:1 fund, general fund, and child nutrition fund. The tech 1:1 fund is being increased to cover the approved chrome book purchases discussed in the June 2019 meeting. The increase to the child nutrition fund includes updated sales projections through the end of August and the increased food costs associated with those sales. The general fund revenue is being decreased for projected prior year taxes and penalties and interest but is being increased by state foundation revenue from final ADA numbers. There are a few smaller changes on the expenditure side requested from the high school budget, but all requested items only change the functions, not the overall campus budget. Instruction is increased due to higher substitute costs for the year and the special education cooperative payments are being increased again for their latest budget estimates through August. Overall the general fund is reflecting a \$28,500 increase to the budgetary fund balance with all the requested changes.

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUES					
5700 - REVENUE-LOCAL AND INTERMEDIATE					
5710 - LOCAL REAL/PERS PROPERTY TAXES	23,165,000.00	-67,947.79	-22,910,411.66	254,588.34	98.90%
5730 - TUITION AND FEES	75,000.00	.00	-54,500.00	20,500.00	72.67%
5740 - OTHER REVENUES LOCAL SOURCES	589,500.00	-45,932.23	-744,389.76	-154,889.76	126.27%
5750 - REVENUES-COCURRIC/ENTERPRISING	194,000.00	-868.70	-161,393.25	32,606.75	83.19%
Total REVENUE-LOCAL AND INTERMEDIATE	24,023,500.00	-114,748.72	-23,870,694.67	152,805.33	99.36%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA/FOUNDATION REVENUES	2,840,000.00	-236,167.00	-2,139,916.00	700,084.00	75.35%
5820 - STATE REV DISTRIBUTED BY TEA	1,500.00	.00	.00	1,500.00	.00%
5830 - REV/STATE AGENCIES (NOT TEA)	1,170,000.00	.00	.00	1,170,000.00	.00%
Total STATE PROGRAM REVENUES	4,011,500.00	-236,167.00	-2,139,916.00	1,871,584.00	53.34%
5900 - FEDERAL PROGRAM REVENUES					
5930 - FED REV DIST BY STATE(NOT TEA)	90,000.00	-52,134.00	-101,467.41	-11,467.41	112.74%
Total FEDERAL PROGRAM REVENUES	90,000.00	-52,134.00	-101,467.41	-11,467.41	112.74%
Total Revenue Local-State-Federal	28,125,000.00	-403,049.72	-26,112,078.08	2,012,921.92	92.84%

Argyle Independent School District

Fund 199 / 9 GENERAL FUND

As of June

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-14,782,405.00	.00	12,367,340.49	145,947.70	-2,415,064.51	83.66%
6200 - PROFESSIONAL & CONTRACTED SVS	-267,100.00	6,336.19	199,413.03	46,759.98	-61,350.78	74.66%
6300 - SUPPLIES AND MATERIALS	-446,820.00	49,827.74	329,144.03	16,094.53	-67,848.23	73.66%
6400 - OTHER OPERATING COSTS	-1,000.00	.00	.00	.00	-1,000.00	-.00%
Total Function11 INSTRUCTION	-15,497,325.00	56,163.93	12,895,897.55	208,802.21	-2,545,263.52	83.21%
12 - INSTRUCTIONAL RESOURCES/MEDIA						
6100 - PAYROLL COSTS	-343,669.00	.00	279,128.02	17,985.81	-64,540.98	81.22%
6200 - PROFESSIONAL & CONTRACTED SVS	-18,000.00	.00	18,000.00	.00	.00	100.00%
6300 - SUPPLIES AND MATERIALS	-31,700.00	.00	30,616.29	612.99	-1,083.71	96.58%
6400 - OTHER OPERATING COSTS	-1,650.00	.00	1,639.92	.00	-10.08	99.39%
Total Function12 INSTRUCTIONAL	-395,019.00	.00	329,384.23	18,598.80	-65,634.77	83.38%
13 - CURRICULUM & STAFF DEVELOPMENT						
6100 - PAYROLL COSTS	-21,356.00	.00	8,432.39	16.64	-12,923.61	39.48%
6200 - PROFESSIONAL & CONTRACTED SVS	-63,145.00	28,548.00	28,345.61	5,120.00	-6,251.39	44.89%
6300 - SUPPLIES AND MATERIALS	-3,100.00	50.00	811.94	46.32	-2,238.06	26.19%
6400 - OTHER OPERATING COSTS	-31,455.00	2,519.87	22,290.31	4,776.89	-6,644.82	70.86%
Total Function13 CURRICULUM & STAFF	-119,056.00	31,117.87	59,880.25	9,959.85	-28,057.88	50.30%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-208,846.00	.00	149,939.69	14,476.54	-58,906.31	71.79%
6300 - SUPPLIES AND MATERIALS	-5,400.00	.00	3,724.94	673.34	-1,675.06	68.98%
6400 - OTHER OPERATING COSTS	-4,550.00	.00	3,364.44	.00	-1,185.56	73.94%
Total Function21 INSTRUCTIONAL	-218,796.00	.00	157,029.07	15,149.88	-61,766.93	71.77%
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-1,544,874.00	.00	1,197,822.88	110,199.07	-347,051.12	77.54%
6200 - PROFESSIONAL & CONTRACTED SVS	-10,900.00	93.33	7,242.84	582.50	-3,563.83	66.45%
6300 - SUPPLIES AND MATERIALS	-37,600.00	1,703.97	30,065.51	1,920.58	-5,830.52	79.96%
6400 - OTHER OPERATING COSTS	-26,375.00	140.88	15,964.44	6,112.31	-10,269.68	60.53%
Total Function23 SCHOOL LEADERSHIP	-1,619,749.00	1,938.18	1,251,095.67	118,814.46	-366,715.15	77.24%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-598,539.00	.00	503,087.22	46,127.17	-95,451.78	84.05%
6200 - PROFESSIONAL & CONTRACTED SVS	-12,285.00	.00	6,507.50	.00	-5,777.50	52.97%
6300 - SUPPLIES AND MATERIALS	-27,365.00	350.00	20,969.21	17,156.31	-6,045.79	76.63%
6400 - OTHER OPERATING COSTS	-5,400.00	.00	1,055.36	.00	-4,344.64	19.54%
Total Function31 GUIDANCE AND	-643,589.00	350.00	531,619.29	63,283.48	-111,619.71	82.60%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-329,928.00	.00	291,133.07	1,548.03	-38,794.93	88.24%
6200 - PROFESSIONAL & CONTRACTED SVS	-700.00	.00	445.55	.00	-254.45	63.65%
6300 - SUPPLIES AND MATERIALS	-9,050.00	226.02	8,169.17	1,716.61	-654.81	90.27%
6400 - OTHER OPERATING COSTS	-2,660.00	.00	1,239.00	.00	-1,421.00	46.58%
Total Function33 HEALTH SERVICES	-342,338.00	226.02	300,986.79	3,264.64	-41,125.19	87.92%
34 - STUDENT TRANSPORTATION						
6100 - PAYROLL COSTS	-667,729.00	.00	597,476.39	31,340.03	-70,252.61	89.48%
6200 - PROFESSIONAL & CONTRACTED SVS	-70,000.00	8,159.28	52,323.70	2,634.08	-9,517.02	74.75%
6300 - SUPPLIES AND MATERIALS	-281,500.00	6,059.07	220,482.62	27,816.76	-54,958.31	78.32%
6400 - OTHER OPERATING COSTS	-33,750.00	755.00	31,286.56	1,597.75	-1,708.44	92.70%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-208,750.00	.00	208,746.24	.00	-3.76	100.00%
Total Function34 STUDENT TRANSPORTATION	-1,261,729.00	14,973.35	1,110,315.51	63,388.62	-136,440.14	88.00%

Fund 199 / 9 GENERAL FUND

As of June

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-35,458.00	.00	.00	.00	-35,458.00	-.00%
Total Function35 FOOD SERVICES	-35,458.00	.00	.00	.00	-35,458.00	-.00%
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-834,408.00	.00	645,238.24	22,325.35	-189,169.76	77.33%
6200 - PROFESSIONAL & CONTRACTED SVS	-113,950.00	9,000.00	95,089.73	3,780.00	-9,860.27	83.45%
6300 - SUPPLIES AND MATERIALS	-206,545.00	45,144.61	151,197.18	12,130.38	-10,203.21	73.20%
6400 - OTHER OPERATING COSTS	-343,640.00	11,042.52	315,723.43	19,379.58	-16,874.05	91.88%
Total Function36 CO-CURRICULAR ACTIVITIES	-1,498,543.00	65,187.13	1,207,248.58	57,615.31	-226,107.29	80.56%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-901,902.00	.00	694,236.16	76,894.80	-207,665.84	76.97%
6200 - PROFESSIONAL & CONTRACTED SVS	-201,500.00	1,854.00	134,999.03	14,894.46	-64,646.97	67.00%
6300 - SUPPLIES AND MATERIALS	-45,250.00	2,120.59	30,939.37	2,654.64	-12,190.04	68.37%
6400 - OTHER OPERATING COSTS	-81,500.00	2,980.00	57,916.68	10,692.58	-20,603.32	71.06%
Total Function41 GENERAL ADMINISTRATION	-1,230,152.00	6,954.59	918,091.24	105,136.48	-305,106.17	74.63%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-625,720.00	.00	492,442.45	45,528.20	-133,277.55	78.70%
6200 - PROFESSIONAL & CONTRACTED SVS	-1,894,015.00	62,789.27	1,382,586.17	204,494.14	-448,639.56	73.00%
6300 - SUPPLIES AND MATERIALS	-214,831.00	30,057.79	156,519.85	15,951.39	-28,253.36	72.86%
6400 - OTHER OPERATING COSTS	-209,000.00	.00	205,910.90	96.90	-3,089.10	98.52%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-63,054.00	.00	63,042.25	.00	-11.75	99.98%
Total Function51 PLANT MAINTENANCE &	-3,006,620.00	92,847.06	2,300,501.62	266,070.63	-613,271.32	76.51%
52 - SECURITY & MONITORING SERVICES						
6100 - PAYROLL COSTS	-168,067.00	.00	125,827.69	12,196.57	-42,239.31	74.87%
6200 - PROFESSIONAL & CONTRACTED SVS	-47,500.00	234.69	27,503.18	913.40	-19,762.13	57.90%
6300 - SUPPLIES AND MATERIALS	-37,250.00	296.97	17,494.92	252.88	-19,458.11	46.97%
6400 - OTHER OPERATING COSTS	-3,000.00	.00	1,855.64	867.82	-1,144.36	61.85%
Total Function52 SECURITY & MONITORING	-255,817.00	531.66	172,681.43	14,230.67	-82,603.91	67.50%
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-339,209.00	.00	268,236.28	26,280.28	-70,972.72	79.08%
6200 - PROFESSIONAL & CONTRACTED SVS	-44,000.00	6,650.00	36,945.93	775.00	-404.07	83.97%
6300 - SUPPLIES AND MATERIALS	-310,500.00	33,668.50	272,088.39	21,104.26	-4,743.11	87.63%
6400 - OTHER OPERATING COSTS	-1,000.00	.00	200.00	.00	-800.00	20.00%
Total Function53 DATA PROCESSING	-694,709.00	40,318.50	577,470.60	48,159.54	-76,919.90	83.12%
81 - FACILITIES ACQ & CONSTRUCTION						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-212,500.00	.00	205,215.43	66,893.00	-7,284.57	96.57%
Total Function81 FACILITIES ACQ &	-212,500.00	.00	205,215.43	66,893.00	-7,284.57	96.57%
91 - CONTRACTED INST BETWEEN SCHOOL						
6200 - PROFESSIONAL & CONTRACTED SVS	-315,000.00	.00	167,469.00	.00	-147,531.00	53.16%
Total Function91 CONTRACTED INST	-315,000.00	.00	167,469.00	.00	-147,531.00	53.16%
93 - PAYMENTS-SHARED SERVICES						
6400 - OTHER OPERATING COSTS	-590,000.00	.00	339,009.61	.00	-250,990.39	57.46%
Total Function93 PAYMENTS-SHARED	-590,000.00	.00	339,009.61	.00	-250,990.39	57.46%
99 - INTERGOVERNMENTAL CHARGES						
6200 - PROFESSIONAL & CONTRACTED SVS	-188,600.00	.00	188,570.57	49,103.06	-29.43	99.98%
Total Function99 INTERGOVERNMENTAL	-188,600.00	.00	188,570.57	49,103.06	-29.43	99.98%
Total Expenditures	-28,125,000.00	\$40,608.29	22,712,466.44	1,108,470.63	-5,101,925.27	80.76%

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - REVENUES					
5700 - REVENUE-LOCAL AND INTERMEDIATE					
5740 - OTHER REVENUES LOCAL SOURCES	2,000.00	-649.61	-3,847.29	-1,847.29	192.36%
5750 - REVENUES-COCURRIC/ENTERPRISING	1,269,000.00	-1,060.25	-1,221,906.74	47,093.26	96.29%
Total REVENUE-LOCAL AND INTERMEDIATE	1,271,000.00	-1,709.86	-1,225,754.03	45,245.97	96.44%
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	3,000.00	.00	-1,883.41	1,116.59	62.78%
Total STATE PROGRAM REVENUES	3,000.00	.00	-1,883.41	1,116.59	62.78%
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REV DISTRIBUTED BY TEA	119,000.00	.00	-114,109.58	4,890.42	95.89%
Total FEDERAL PROGRAM REVENUES	119,000.00	.00	-114,109.58	4,890.42	95.89%
Total Revenue Local-State-Federal	1,393,000.00	-1,709.86	-1,341,747.02	51,252.98	96.32%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-599,563.00	.00	525,202.91	13,786.79	-74,360.09	87.60%
6200 - PROFESSIONAL & CONTRACTED SVS	-13,500.00	2,029.27	3,830.85	490.57	-7,639.88	28.38%
6300 - SUPPLIES AND MATERIALS	-776,437.00	7,941.56	712,430.09	43,986.00	-56,065.35	91.76%
6400 - OTHER OPERATING COSTS	-3,500.00	.00	1,003.09	303.34	-2,496.91	28.66%
Total Function35 FOOD SERVICES	-1,393,000.00	9,970.83	1,242,466.94	58,566.70	-140,562.23	89.19%
Total Expenditures	-1,393,000.00	9,970.83	1,242,466.94	58,566.70	-140,562.23	89.19%

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - REVENUES					
5700 - REVENUE-LOCAL AND INTERMEDIATE					
5710 - LOCAL REAL/PERS PROPERTY TAXES	9,745,000.00	-29,808.39	-10,099,873.69	-354,873.69	103.64%
5740 - OTHER REVENUES LOCAL SOURCES	35,000.00	.00	-76,549.16	-41,549.16	218.71%
Total REVENUE-LOCAL AND INTERMEDIATE	9,780,000.00	-29,808.39	-10,176,422.85	-396,422.85	104.05%
5800 - STATE PROGRAM REVENUES					
5820 - STATE REV DISTRIBUTED BY TEA	105,000.00	.00	-113,055.00	-8,055.00	107.67%
Total STATE PROGRAM REVENUES	105,000.00	.00	-113,055.00	-8,055.00	107.67%
Total Revenue Local-State-Federal	9,885,000.00	-29,808.39	-10,289,477.85	-404,477.85	104.09%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES/EXPENSES						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-9,885,000.00	.00	2,659,062.50	.00	-7,225,937.50	26.90%
Total Function71 DEBT SERVICE	-9,885,000.00	.00	2,659,062.50	.00	-7,225,937.50	26.90%
Total Expenditures	-9,885,000.00	.00	2,659,062.50	.00	-7,225,937.50	26.90%

Combined Funds Board Report
 Combined Funds Recap by Fund
 Argyle Independent School District
 Comparison of Revenue to Budget
 As of June

	Estimated Revenue	Current Realized Revenue	Realized Revenue To Date	Revenue Balance	Percent Realized
General Operating Funds					
199 / 9 - GENERAL FUND 5000	28,125,000.00	-403,049.72	-26,112,078.08	2,012,921.92	92.84%
Totals 5000 REVENUES	28,125,000.00	-403,049.72	-26,112,078.08	2,012,921.92	92.84%
Totals 7000	.00	.00	.00	.00	.00%
Totals General Operating Funds	28,125,000.00	-403,049.72	-26,112,078.08	2,012,921.92	92.84%
Special Revenue Funds					
240 / 9 - NATL BREAKFAST/LUNCH PROGRAM 5000	1,393,000.00	-1,709.86	-1,341,747.02	51,252.98	96.32%
Totals 5000 REVENUES	1,393,000.00	-1,709.86	-1,341,747.02	51,252.98	96.32%
Totals 7000	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	1,393,000.00	-1,709.86	-1,341,747.02	51,252.98	96.32%
Interest & Sinking Funds					
511 / 9 - DEBT SERVICE FUNDS-LOC DEFINED 5000	9,885,000.00	-29,808.39	-10,289,477.85	-404,477.85	104.09%
Totals 5000 REVENUES	9,885,000.00	-29,808.39	-10,289,477.85	-404,477.85	104.09%
Totals 7000	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	9,885,000.00	-29,808.39	-10,289,477.85	-404,477.85	104.09%
Total Revenues 5000	39,403,000.00	-434,567.97	-37,743,302.95	1,659,697.05	95.79%
Total Revenues 7000	.00	.00	.00	.00	.00%
Total Revenues	39,403,000.00	-434,567.97	-37,743,302.95	1,659,697.05	95.79%

Comparison of Expenditures and Encumbrances to Budget
 As of June

	<u>Appropriation</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
General Operating Funds						
199 / 9 - GENERAL FUND 6000	-28,125,000.00	310,608.29	1,108,470.63	22,712,466.44	-5,101,925.27	80.76%
Totals 6000 EXPENDITURES/EXPENSES	-28,125,000.00	310,608.29	1,108,470.63	22,712,466.44	-5,101,925.27	80.76%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals General Operating Funds	-28,125,000.00	310,608.29	1,108,470.63	22,712,466.44	-5,101,925.27	80.76%
Special Revenue Funds						
240 / 9 - NATL BREAKFAST/LUNCH PROGRAM 6000	-1,393,000.00	9,970.83	58,566.70	1,242,466.94	-140,562.23	89.19%
Totals 6000 EXPENDITURES/EXPENSES	-1,393,000.00	9,970.83	58,566.70	1,242,466.94	-140,562.23	89.19%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	-1,393,000.00	9,970.83	58,566.70	1,242,466.94	-140,562.23	89.19%
Interest & Sinking Funds						
511 / 9 - DEBT SERVICE FUNDS-LOC DEFINED 6000	-9,885,000.00	.00	.00	2,659,062.50	-7,225,937.50	26.90%
Totals 6000 EXPENDITURES/EXPENSES	-9,885,000.00	.00	.00	2,659,062.50	-7,225,937.50	26.90%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	-9,885,000.00	.00	.00	2,659,062.50	-7,225,937.50	26.90%
Total Expenditures 6000	-39,403,000.00	320,579.12	1,167,037.33	26,613,995.88	-12,468,425.00	67.54%
Total Expenditures 8000	.00	.00	.00	.00	.00	.00%
Total Expenditures	-39,403,000.00	320,579.12	1,167,037.33	26,613,995.88	-12,468,425.00	67.54%

**ARGYLE ISD
INVESTMENT REPORT**

FOR THE MONTH ENDING June 30, 2019

ACCOUNT	BEGINNING	CHANGE	INTEREST	ENDING
POINT BANK ACCTS.				
LOCAL MAINTENANCE	\$ 451,746.53	\$ (6,934.73)	\$ 649.61	\$ 445,461.41
DEBT SERVICE	\$ -	\$ -	\$ -	\$ -
CAPITAL PROJECTS	\$ -	\$ -	\$ -	\$ -
ACTIVITY FUND	\$ -	\$ -	\$ -	\$ -
<hr/>				
TOTALS	\$ 451,746.53	\$ (6,934.73)	\$ 649.61	\$ 445,461.41
INDEPENDENT BANK ACCTS.				
LOCAL MAINTENANCE IB	\$ 11,339,261.31	\$ (2,100,458.47)	\$ 19,067.18	\$ 9,257,870.02
LOCAL MAINTENANCE NIB	\$ 1,000,000.01	\$ -	\$ -	\$ 1,000,000.01
DEBT SERVICE	\$ 10,465,365.97	\$ 552,866.66	\$ 20,249.31	\$ 11,038,481.94
CAPITAL PROJECTS	\$ 3,510,422.63	\$ (2,311,603.41)	\$ 4,863.88	\$ 1,203,683.10
ACTIVITY FUND	\$ 533,956.81	\$ 2,280.06	\$ 1,016.40	\$ 537,253.27
TOTALS	\$ 26,849,006.73	\$ (3,856,915.16)	\$ 45,196.77	\$ 23,037,288.34
FISCAL YTD INTEREST EARNED	\$ 222,773.87			



ARGYLE ISD
 ATTN LIZ STEWART
 800 EAGLE DR
 ARGYLE TX 76226-1928

MONTHLY STATEMENT OF ACCOUNT

ACCOUNT: 0611611110

ACCOUNT NAME: GENERAL FUND

STATEMENT PERIOD: 06/01/2019 - 06/30/2019

TEXSTAR MONTHLY SUMMARY: THE AVERAGE MONTHLY RATE WAS 2.3790%. THE AVERAGE WEIGHTED AVERAGE MATURITY WAS 19 DAYS AND THE NET ASSET VALUE FOR 6/28/19 WAS 1.000019.

MONTHLY ACTIVITY DETAIL

TRANSACTION DATE	DESCRIPTION	CONFIRMATION NUMBER	TRANSACTION AMOUNT	BALANCE
	BEGINNING BALANCE			2,518,053.06
06/28/2019	MONTHLY POSTING	9999888	4,923.04	2,522,976.10
	ENDING BALANCE			2,522,976.10

MONTHLY ACCOUNT SUMMARY

BEGINNING BALANCE	2,518,053.06
TOTAL DEPOSITS	0.00
TOTAL WITHDRAWALS	0.00
TOTAL INTEREST	4,923.04
ENDING BALANCE	2,522,976.10
AVERAGE BALANCE	2,518,053.06

ACTIVITY SUMMARY (YEAR-TO-DATE)

ACCOUNT NAME	DEPOSITS	WITHDRAWALS	INTEREST
GENERAL FUND	2,500,000.00	0.00	22,976.10

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ARGYLE ISD
 ATTN LIZ STEWART
 800 EAGLE DR
 ARGYLE TX 76226-1928

MONTHLY STATEMENT OF ACCOUNT

ACCOUNT: 0611611890

ACCOUNT NAME: CAPITAL PROJECTS FUND

STATEMENT PERIOD: 06/01/2019 - 06/30/2019

TEXSTAR MONTHLY SUMMARY: THE AVERAGE MONTHLY RATE WAS 2.3790%. THE AVERAGE WEIGHTED AVERAGE MATURITY WAS 19 DAYS AND THE NET ASSET VALUE FOR 6/28/19 WAS 1.000019.

MONTHLY ACTIVITY DETAIL

TRANSACTION DATE	DESCRIPTION	CONFIRMATION NUMBER	TRANSACTION AMOUNT	BALANCE
	BEGINNING BALANCE			19,179,887.03
06/11/2019	ACH WITHDRAWAL	6122311	3,000,000.00 -	16,179,887.03
06/18/2019	WIRE DEPOSIT	210893	78,000,000.00	94,179,887.03
06/28/2019	MONTHLY POSTING	9999888	99,582.17	94,279,469.20
	ENDING BALANCE			94,279,469.20

MONTHLY ACCOUNT SUMMARY

BEGINNING BALANCE	19,179,887.03
TOTAL DEPOSITS	78,000,000.00
TOTAL WITHDRAWALS	3,000,000.00
TOTAL INTEREST	99,582.17
ENDING BALANCE	94,279,469.20
AVERAGE BALANCE	50,979,887.03

ACTIVITY SUMMARY (YEAR-TO-DATE)

ACCOUNT NAME	DEPOSITS	WITHDRAWALS	INTEREST
CAPITAL PROJECTS FUND	78,000,000.00	13,000,000.00	317,307.86

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Denton County Tax Office

Run Date: 7/1/2019 3:49:53PM

Distribution Summary 2 Report

Page 1 of 12

Deposit Date from 06/01/2019 to 06/30/2019 and Tax Units = {multiple}

S01 - ARGYLE ISD

Cur. Levy M&O	59,506.21	Del. Levy M&O	(715.33)
Cur. Interest M&O	1,909.18	Del. Interest M&O	231.80
Cur. Penalty M&O	3,934.70	Del. Penalty M&O	86.12
Cur. Rendition Penalty M&O	12.58	Del. Rendition Penalty M&O	4.69
		Del. Other M&O	2,977.84
Total Current M&O	65,362.67	Total Delinquent M&O	2,585.12
Cur. Levy I&S	26,235.58	Del. Levy I&S	(323.26)
Cur. Interest I&S	841.52	Del. Interest I&S	96.62
Cur. Penalty I&S	1,734.23	Del. Penalty I&S	36.76
Cur. Rendition Penalty I&S	0.00	Del. Rendition Penalty I&S	0.00
		Del. Other I&S	1,186.94
Total Current I&S	28,811.33	Total Delinquent I&S	997.06
Cur. Levy S1	0.00	Del. Levy S1	0.00
Cur. Interest S1	0.00	Del. Interest S1	0.00
Cur. Penalty S1	0.00	Del. Penalty S1	0.00
Cur. Rendition Penalty S1	0.00	Del. Rendition Penalty S1	0.00
		Del. Other S1	0.00
Total Current S1	0.00	Total Delinquent S1	0.00

Cur. Levy	85,741.79	Del. Levy	(1,038.59)
Cur. Interest	2,750.70	Del. Interest	328.42
Cur. Penalty	5,668.93	Del. Penalty	122.88
Cur. Rendition Penalty	12.58	Del. Rendition Penalty	4.69
		Del. Other	4,164.78
Total Current	94,174.00	Total Delinquent	3,582.18

Grand Total M&O	67,947.79	School Fund Coding Totals (if applicable)	
Grand Total I&S	29,808.39	M&O Current Year	199-5711 59,506.21
Grand Total S1	0.00	M&O Prior Years	199-5712 1,719.02
Total Due to Jurisdiction	97,756.18	M&O Penalty & Interest	199-5719 6,722.56
Total Due to Delq Tax Atty	1,343.24	I&S Current Year	599-5711 26,235.58
		I&S Prior Year	599-5712 651.06
		I&S Penalty & Interest	599-5719 2,921.75

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076701	06-03-2019		06-03-2019	BAKER, CORY	125.00	N
076702	06-03-2019		06-03-2019	CLARK, PHYLLIS	17.38	N
076703	06-03-2019		06-03-2019	CLAY, RANDY	125.00	N
076704	06-03-2019		06-03-2019	COOPER, DARREL	125.00	N
076705	06-03-2019		06-03-2019	GLEN ROSE ISD	931.30	N
076706	06-03-2019		06-03-2019	GREEN, ROBERT	165.00	N
					165.00	N
				Check 076706 Total:	330.00	
076707	06-03-2019		06-03-2019	LANDRUM, TIMOTHY	136.10	N
076708	06-03-2019		06-03-2019	SHULTS, JACKIE E.	165.00	N
					165.00	N
				Check 076708 Total:	330.00	
076709	06-03-2019		06-03-2019	VALDEZ, GEORGE	125.00	N
076710	06-03-2019		06-03-2019	KING, JOHN	72.00	N
076711	06-03-2019		06-03-2019	WALMART COMMUNITY/GECRB	34.36	N
076712	06-03-2019		06-03-2019	WESTMORELAND, CHANCE	144.00	N
					100.00	N
					10.00	N
					48.00	N
				Check 076712 Total:	302.00	
076713	06-04-2019		06-04-2019	HOLIDAY INN AUSTIN MIDTOWN	4,296.93	N
076714	06-04-2019		06-04-2019	GRIFFIN, RICKY	435.00	N
					1,620.00	N
					100.00	N
				Check 076714 Total:	2,155.00	
076715	06-04-2019		06-04-2019	PROMOTIONS MARKETING	195.00	N
					195.00	N
				Check 076715 Total:	390.00	
076716	06-04-2019		06-04-2019	RODGERS, TODD	87.00	N
					248.24	N
					14.00	N
				Check 076716 Total:	349.24	
076717	06-04-2019		06-04-2019	SUTTON, LANCE	72.00	N
076718	06-04-2019		06-04-2019	VEGA, EDWARD	261.00	N
					14.00	N
				Check 076718 Total:	275.00	
076719	06-04-2019		06-04-2019	HOLIDAY INN AUSTIN MIDTOWN	130.21	N
076720	06-04-2019		06-04-2019	HOLIDAY INN AUSTIN MIDTOWN	390.63	N
076721	06-04-2019		06-04-2019	HOLIDAY INN AUSTIN MIDTOWN	130.21	N
076722	06-04-2019		06-04-2019	HOLIDAY INN AUSTIN MIDTOWN	130.21	N
076723	06-04-2019		06-04-2019	WRIGHT, TELENA	72.00	N
076724	06-05-2019		06-05-2019	TEXAS EDUCATIONAL PAPERBACKS	260.41	N
076725	06-05-2019		06-05-2019	AMERICAN ASSOCIATION OF NOTARIES	96.90	N
076726	06-05-2019		06-05-2019	AMERICAN ASSOCIATION OF NOTARIES	96.90	N
076727	06-05-2019		06-05-2019	BAKER, TREVOR	90.00	N
					120.00	N
					120.00	N
				Check 076727 Total:	330.00	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076728	06-05-2019		06-05-2019	BARSCO, INC.	34.86	N
076729	06-05-2019		06-05-2019	BIG WHEELS BODY SHOP, LLC	283.10	N
076730	06-05-2019		06-05-2019	BUCK'S WHEEL & EQUIPMENT CO.	376.96	N
					140.00	N
				Check 076730 Total:	516.96	
076731	06-05-2019		06-05-2019	CAIRNEY, PAUL	108.00	N
					116.91	N
				Check 076731 Total:	224.91	
076732	06-05-2019		06-05-2019	AP EXAMS	16,385.00	N
076733	06-05-2019		06-05-2019	COURTYARD MARRIOTT	293.77	N
076734	06-05-2019		06-05-2019	DELAY, JONATHAN	120.00	N
					139.62	N
				Check 076734 Total:	259.62	
076735	06-05-2019		06-05-2019	DENTON ISD LONE STAR TIA	45.00	N
076736	06-05-2019		06-05-2019	DENTON TROPHY HOUSE	73.00	N
076737	06-05-2019		06-05-2019	DR PEPPER BOTTLING CO OF TX	127.50	N
					130.15	N
					514.60	N
					243.20	N
					160.30	N
					244.60	N
				Check 076737 Total:	1,420.35	
076738	06-05-2019		06-05-2019	ED311	175.00	N
					175.00	N
				Check 076738 Total:	350.00	
076739	06-05-2019		06-05-2019	ELEMENT AUSTIN DOWNTOWN	703.63	N
076740	06-05-2019		06-05-2019	ELEMENT AUSTIN DOWNTOWN	703.63	N
076741	06-05-2019		06-05-2019	FAIRFIELD INN & SUITES	343.78	N
076742	06-05-2019		06-05-2019	FOUNDATION FOR MUSIC EDUCATION	275.00	N
076743	06-05-2019		06-05-2019	FRONTLINE TECHNOLOGIES GROUP, LLC	395.00	N
076744	06-05-2019		06-05-2019	FULTON'S METAL & HARDWARE	88.72	N
076745	06-05-2019		06-05-2019	GIBSON, SCOTT	164.00	N
					156.00	N
				Check 076745 Total:	320.00	
076746	06-05-2019		06-05-2019	GOPHER	267.93	N
076747	06-05-2019		06-05-2019	HALK, TIFFANY	40.00	N
076748	06-05-2019		06-05-2019	HARRIS, SARAH HELEN	113.10	N
076749	06-05-2019		06-05-2019	HYATT REGENCY SAN ANTONIO	642.91	N
076750	06-05-2019		06-05-2019	INDEPENDENT BANK PETTY CASH - HS	14.35	N
076751	06-05-2019		06-05-2019	LUMSDEN, DONA	120.00	N
076752	06-05-2019		06-05-2019	ABM	45,291.83	N
					813.78	N
					1,171.89	N
				Check 076752 Total:	47,277.50	
076753	06-06-2019		06-06-2019	GRAND HYATT SAN ANTONIO	719.89	N
					719.87	N
				Check 076753 Total:	1,439.76	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076754	06-06-2019		06-06-2019	HAMPTON INN	893.80	N
076755	06-06-2019		06-06-2019	HOLIDAY INN EXPRESS	487.23	N
076756	06-06-2019		06-06-2019	HOLIDAY INN EXPRESS	487.23	N
076757	06-06-2019		06-06-2019	KING, JOHN	120.00	N
					139.62	N
				Check 076757 Total:	259.62	
076758	06-06-2019		06-06-2019	KLEMENT DISTRIBUTION, INC	202.58	N
					368.21	N
					128.09	N
					422.16	N
					431.86	N
				Check 076758 Total:	1,552.90	
076759	06-06-2019		06-06-2019	LAMB, MEGAN	400.00	N
076760	06-06-2019		06-06-2019	LEMONDS, CHRISTINA	144.00	N
076761	06-06-2019		06-06-2019	LOCKE SUPPLY COMPANY	185.82	N
076762	06-06-2019		06-06-2019	MAGIC SHRED	40.00	N
					40.00	N
					40.00	N
					40.00	N
					40.00	N
					40.00	N
					40.00	N
				Check 076762 Total:	280.00	
076763	06-06-2019		06-06-2019	MANSFIELD OIL CO. OF GAINESVILLE	826.51	N
076764	06-06-2019		06-06-2019	MARTIN EAGLE OIL COMPANY, INC.	2,954.13	N
					2,247.78	N
					2,688.20	N
					3,552.10	N
				Check 076764 Total:	11,442.21	
076765	06-06-2019		06-06-2019	MCCURDY, CLIFF	1,600.00	N
076766	06-06-2019		06-06-2019	McKESSON MEDICAL-SURGICAL	129.08	N
076767	06-06-2019		06-06-2019	MOSQUITO JOE	299.00	N
					199.00	N
					299.00	N
					199.00	N
				Check 076767 Total:	996.00	
076768	06-06-2019		06-06-2019	NICHOLE VEHICLE INSPECTION	7.00	N
					51.00	N
				Check 076768 Total:	58.00	
076769	06-06-2019		06-06-2019	NORMAN RADIATOR SERVICE, INC.	345.00	N
076770	06-06-2019		06-06-2019	NTTA	35.78	N
					30.50	N
					22.88	N
					23.85	N
					9.45	N
					5.93	N
					65.27	N
					17.33	N
				Check 076770 Total:	210.99	

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076771	06-06-2019		06-06-2019	PENDER'S MUSIC COMPANY	57.50	N
076772	06-06-2019		06-06-2019	PITNEY BOWES	107.78	N
076773	06-06-2019		06-06-2019	PREMIER TRUCK GROUP	1,517.79	N
					274.20	N
					225.12	N
					210.96	N
					201.96	N
				Check 076773 Total:	2,430.03	
076774	06-06-2019		06-06-2019	PRESCOTT, JOSEPH	250.00	N
076775	06-06-2019		06-06-2019	PRODUCTIVITY CENTER, INC.	162.00	N
076776	06-06-2019		06-06-2019	VAUGHN, CECELIA	144.00	N
076777	06-06-2019		06-06-2019	WALMART COMMUNITY/GECRB	54.25	N
076778	06-06-2019		06-06-2019	CHICK-FIL-A	330.28	N
076779	06-06-2019		06-06-2019	COLORADO BOXED BEEF CO.	15.78	N
076780	06-06-2019	0000549685	06-06-2019	KROGER	-1.62	N
					133.47	N
					57.68	N
					107.79	N
					67.73	N
				Check 076780 Total:	365.05	
076781	06-06-2019		06-06-2019	LEMISH, ERIN	48.00	N
076782	06-06-2019		06-06-2019	OAK FARMS DAIRY - DALLAS	1,143.73	N
					559.33	N
					449.66	N
					1,534.10	N
				Check 076782 Total:	3,686.82	
076783	06-06-2019		06-06-2019	PORTIONPAC CHEMICAL CORP.	318.64	N
076784	06-06-2019		06-06-2019	RAY McCAIN SERVICE, INC.	425.00	N
076785	06-06-2019		06-06-2019	REFRIGERATED SPECIALIST, INC.	275.00	N
076786	06-06-2019		06-06-2019	RICOH USA, INC	1,662.33	N
					1,033.90	N
					712.35	N
					417.51	N
					712.35	N
					764.62	N
					1,424.70	N
					2,328.38	N
					237.45	N
					53.72	N
				Check 076786 Total:	9,347.31	
076787	06-06-2019		06-06-2019	SHARON AZAR INC.	3,600.00	N
076788	06-06-2019		06-06-2019	SOUTHWEST INTERNATIONAL TRUCKS	246.31	N
					553.36	N
					486.66	N
				Check 076788 Total:	1,286.33	
076789	06-06-2019		06-06-2019	STAPLES BUSINESS ADVANTAGE	379.95	N
076790	06-06-2019		06-06-2019	STRIPE RIGHT	2,462.00	N
076791	06-06-2019	0000550188	06-06-2019	SUNBELT RENTALS	-290.00	N
					170.00	N
					308.00	N
					81.28	N

* Indicates voided check

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
					Check 076791 Total:	269.28
076792	06-06-2019		06-06-2019	TRUEBENBACH, LAURA	48.00	N
076793	06-06-2019		06-06-2019	TxTAG	80.42	N
					67.89	N
					Check 076793 Total:	148.31
076794	06-06-2019		06-06-2019	VERITY GROUP	736.56	N
					224.58	N
					127.20	N
					234.02	N
					368.39	N
					38.72	N
					74.66	N
					Check 076794 Total:	1,804.13
076795	06-06-2019		06-06-2019	VN COACH	2,000.00	N
076796	06-06-2019		06-06-2019	WALMART COMMUNITY/GECRB	101.09	N
076797	06-06-2019		06-06-2019	WATCH DOGS	277.15	N
076798	06-06-2019		06-06-2019	WES-CARTWRIGHT, LLC	1,000.00	N
076799	06-11-2019		06-11-2019	GRISWOLD, WILL	93.00	N
					70.00	N
					Check 076799 Total:	163.00
076800	06-13-2019		06-12-2019	ABLE MECHANICAL	285.00	N
					335.00	N
					3,022.50	N
					1,597.75	N
					1,387.05	N
					Check 076800 Total:	6,627.30
076801	06-13-2019		06-12-2019	ADAMS EXTERMINATING	55.00	N
					55.00	N
					65.00	N
					55.00	N
					95.00	N
					55.00	N
					65.00	N
					80.00	N
					65.00	N
					55.00	N
					465.00	N
					65.00	N
					55.00	N
					55.00	N
					55.00	N
					Check 076801 Total:	1,340.00
076802	06-13-2019		06-12-2019	ALLIED WELDING SUPPLY INC.	126.00	N
076803	06-13-2019		06-12-2019	ARGYLE ISD FOODSERVICE	576.49	N
					80.00	N
					80.00	N
					370.00	N
					Check 076803 Total:	1,106.49
076804	06-13-2019		06-12-2019	ARGYLE VETERINARY HOSPITAL	79.69	N
					212.01	N
					Check 076804 Total:	291.70

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076805	06-13-2019		06-12-2019	ARGYLE WATER SUPPLY CORP.	265.94	N
					60.75	N
					775.61	N
					257.00	N
					747.90	N
					254.25	N
					108.38	N
					64.50	N
					2,662.46	N
					1,131.70	N
					784.52	N
					286.75	N
					31.35	N
					352.83	N
				Check 076805 Total:	7,783.94	
076806	06-13-2019		06-12-2019	AT&T EXECUTIVE EDUC & CONF CENTER	36.00	N
					412.02	N
				Check 076806 Total:	448.02	
076807	06-13-2019		06-12-2019	ATMOS ENERGY	109.90	N
076808	06-13-2019		06-12-2019	AUSTIN AIRPORT MARRIOTT SOUTH	476.77	N
076809	06-13-2019		06-12-2019	BARNETT, MANDI	54.00	N
076810	06-13-2019		06-12-2019	BARSCO, INC.	23.28	N
076811	06-13-2019		06-12-2019	BILL UTTER FORD	260.20	N
076812	06-13-2019		06-12-2019	BIRD, JASON	348.35	N
076813	06-13-2019		06-12-2019	BRYAN'S IRRIGATION SYSTEMS	886.13	N
076814	06-13-2019		06-12-2019	CARRIER ENTERPRISES, LLC	265.03	N
					757.43	N
					102.00	N
				Check 076814 Total:	1,124.46	
076815	06-13-2019		06-12-2019	COOKING EQUIPMENT SPECIALIST	137.50	N
076816	06-13-2019		06-13-2019	DeGROOT, MEGAN	135.00	N
076817	06-13-2019		06-13-2019	DELAY, JONATHAN	54.00	N
076818	06-13-2019		06-13-2019	DENTON COUNTY ELECTIONS	7,832.90	N
076819	06-13-2019		06-13-2019	MICHELLE FRENCH	7.50	N
076820	06-13-2019		06-13-2019	DENTON ISD LONE STAR TIA	1,125.00	N
076821	06-13-2019		06-13-2019	DENTON PUBLISHING	169.00	N
					34.80	N
				Check 076821 Total:	203.80	
076822	06-13-2019		06-13-2019	DILLAMAN, KELLY	108.00	N
076823	06-13-2019		06-13-2019	DIRECT ENERGY BUSINESS	13,232.79	N
076824	06-13-2019		06-13-2019	DISCOUNT TROPHIES, ETC.	14.00	N
076825	06-13-2019		06-13-2019	ELLIOTT ELECTRIC SUPPLY	5,434.65	N
					120.00	N
					249.15	N
				Check 076825 Total:	5,803.80	
076826	06-13-2019		06-13-2019	ENTERPRISE RENT-A-CAR COMPANY	198.00	N
					297.00	N
					171.54	N
					422.46	N
				Check 076826 Total:	1,089.00	

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076827	06-13-2019		06-13-2019	ETC LITE, LLC	393.75	N
076828	06-13-2019		06-13-2019	FAIRFIELD INN & SUITES	307.38	N
076829	06-13-2019		06-13-2019	FAIRFIELD INN & SUITES	307.38	N
076830	06-13-2019		06-13-2019	HAMPTON INN	100.58	N
076831	06-13-2019		06-13-2019	HAMPTON INN	100.58	N
076832	06-13-2019		06-13-2019	INLAND TRUCK PARTS & SERVICE	194.33	N
					132.35	N
				Check 076832 Total:	326.68	
076833	06-13-2019	0000550015	06-13-2019	JASPER ENGINE EXCHANGE INC	-2,750.00	N
					-2,000.00	N
					15,940.00	N
				Check 076833 Total:	11,190.00	
076834	06-13-2019		06-13-2019	KASS, KIMBERLY	87.00	N
076835	06-13-2019		06-13-2019	LAWN LAND	197.71	N
076836	06-13-2019		06-13-2019	LEASOR CRASS, P.C.	4,312.80	N
076837	06-13-2019		06-13-2019	LINDA TUTT HIGH SCHOOL	18,200.00	N
076838	06-13-2019		06-13-2019	LOCKE SUPPLY COMPANY	35.24	N
					27.78	N
					3.35	N
				Check 076838 Total:	66.37	
076839	06-13-2019		06-13-2019	LONGHORN, INC.	62.51	N
					169.42	N
				Check 076839 Total:	231.93	
076840	06-13-2019		06-13-2019	MARK'S PLUMBING PARTS	106.05	N
076842	06-13-2019		06-13-2019	MARTINEZ, HALEY	347.66	N
076843	06-13-2019		06-13-2019	NORMAN RADIATOR SERVICE, INC.	325.00	N
076844	06-13-2019		06-13-2019	NORTH TEXAS WHEELS & CASTERS	325.00	N
076845	06-13-2019		06-13-2019	NTTA	48.81	N
					27.57	N
					38.26	N
					35.78	N
					4.18	N
					37.59	N
					42.40	N
					18.02	N
					6.37	N
					40.27	N
					3.50	N
				Check 076845 Total:	302.75	
076846	06-13-2019		06-13-2019	OFFICE DEPOT	357.77	N
					4.19	N
					71.48	N
					279.13	N
					216.31	N
					21.56	N
				Check 076846 Total:	950.44	
076847	06-13-2019		06-13-2019	OREILLY AUTOMOTIVE ,INC.	69.99	N
076848	06-13-2019		06-13-2019	PRESIDIO NETWORK SOLUTIONS	475.00	N

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076849	06-13-2019		06-13-2019	PUGH, BRENDA	108.00	N
076850	06-13-2019		06-13-2019	VAUGHN, BRETT	135.00	N
076851	06-13-2019		06-13-2019	COSERV	10,196.14	N
					341.03	N
					1,977.61	N
					212.03	N
					5,350.35	N
					180.58	N
					1,262.12	N
					644.24	N
					17.85	N
					10,772.27	N
					921.12	N
					760.91	N
					883.58	N
					4,365.80	N
					194.27	N
					1,056.43	N
					31.80	N
					116.15	N
					13.13	N
					75.94	N
				Check 076851 Total:	39,373.35	
076852	06-13-2019		06-13-2019	DENTON CENTRAL APPRAISAL DIST.	49,103.06	N
076853	06-13-2019		06-13-2019	HEINEMANN	58,800.60	N
076854	06-13-2019		06-13-2019	LABATT FOOD SERVICE	2,884.21	N
					731.65	N
					11,465.04	N
					11,600.94	N
					8,778.50	N
				Check 076854 Total:	35,460.34	
076870	06-13-2019		06-13-2019	MARTIN MECHANICAL HEATING & AIR	4,607.00	N
076871	06-13-2019		06-13-2019	BARNHISEL, JANIE	34.65	N
076872	06-13-2019		06-13-2019	FURST, DEBRA	23.11	N
076873	06-13-2019		06-13-2019	SANSOM, TREY	160.00	N
076874	06-13-2019		06-13-2019	REPUBLIC SERVICES	1,113.55	N
					1,082.65	N
					2,605.65	N
				Check 076874 Total:	4,801.85	
076875	06-13-2019		06-13-2019	REYNOLDS, JESSICA	87.00	N
076876	06-13-2019		06-13-2019	SAM'S CLUB	118.86	N
					41.50	N
					437.34	N
					121.82	N
					143.04	N
				Check 076876 Total:	862.56	
076877	06-13-2019		06-13-2019	TAHPERD	75.00	N
					45.00	N
				Check 076877 Total:	120.00	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076878	06-13-2019		06-13-2019	TOWN OF FLOWER MOUND	756.20	N
					292.06	N
				Check 076878 Total:	1,048.26	
076879	06-13-2019		06-13-2019	TRUGREEN PROCESSING CENTER	100.00	N
					115.00	N
					115.00	N
					400.00	N
					85.00	N
				Check 076879 Total:	815.00	
076880	06-13-2019		06-13-2019	UNIVERSITY OF NORTH TEXAS	5,440.00	N
076881	06-13-2019		06-13-2019	WALMART COMMUNITY/GECRB	101.32	N
076882	06-13-2019		06-13-2019	RAMON FRANKLIN, LLC	41,091.30	N
					20,482.95	N
					1,974.10	N
					3,344.65	N
				Check 076882 Total:	66,893.00	
076883	06-18-2019		06-18-2019	BAKER, CORY	135.00	N
076884	06-18-2019		06-18-2019	COOPER, DARREL	135.00	N
076885	06-20-2019		06-19-2019	AED SUPERSTORE	571.00	N
					500.00	N
				Check 076885 Total:	1,071.00	
076886	06-20-2019	0000550090	06-19-2019	SYNCB / AMAZON	-40.89	N
		0000550104			-27.64	N
					111.86	N
					215.84	N
					10.40	N
					226.24	N
					53.34	N
					75.96	N
					70.50	N
					288.48	N
					113.12	N
					16.42	N
					23.97	N
					111.98	N
					254.96	N
					40.89	N
					9.99	N
					240.36	N
					27.48	N
					128.78	N
					9.30	N
					9.54	N
					40.84	N
					34.52	N
					482.36	N
					55.28	N
			06-20-2019		157.07	N
					29.99	N
					121.22	N
					82.60	N
					780.09	N
					52.79	N
					96.14	N

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
					122.65	N
					15.95	N
					245.07	N
					27.95	N
					63.66	N
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					219.89	N
					102.68	N
					47.00	N
					99.96	N
					151.24	N
					46.95	N
					46.95	N
					12.59	N
				Check 076886 Total:	5,354.06	
076887	06-20-2019		06-20-2019	AT&T MOBILITY	2,495.04	N
076888	06-20-2019		06-20-2019	BIRD, JASON	348.35	N
076889	06-20-2019		06-20-2019	BRIDGEPORT ISD	6,759.07	N
076890	06-20-2019		06-20-2019	CDW GOVERNMENT	252.54	N
					1,767.78	N
					1,525.00	N
				Check 076890 Total:	3,545.32	
076891	06-20-2019		06-20-2019	CONEJO GALLERY	400.00	N
076892	06-20-2019		06-20-2019	DELL MARKETING LP	5,444.72	N
076893	06-20-2019		06-20-2019	DIRECT ENERGY BUSINESS	16,125.51	N
076894	06-20-2019		06-20-2019	DISA GLOBAL SOLUTIONS	140.00	N
076895	06-20-2019		06-20-2019	ED311	175.00	N
076896	06-20-2019		06-20-2019	FOLLETT SCHOOL SOLUTIONS	327.38	N
076897	06-20-2019		06-20-2019	FOUNDATION FOR MUSIC EDUCATION	350.00	N
076898	06-20-2019		06-20-2019	FRONTIER COMMUNICATIONS	375.46	N
					156.00	N
					312.97	N
					248.87	N
				Check 076898 Total:	1,093.30	
076899	06-20-2019		06-20-2019	FRONTLINE TECHNOLOGIES GROUP, LLC	9,145.00	N
076900	06-20-2019		06-20-2019	GRANDE COMMUNICATIONS	37.42	N
					84.01	N
					147.66	N
				Check 076900 Total:	269.09	
076902	06-20-2019		06-20-2019	LEMISH, MICHAEL	348.35	N
076903	06-20-2019		06-20-2019	LEWIS, MELISSA	100.92	N
					89.32	N
				Check 076903 Total:	190.24	
076904	06-20-2019		06-20-2019	MEDCO SUPPLY CO.	39.68	N
					582.04	N
				Check 076904 Total:	621.72	
076905	06-20-2019		06-20-2019	MOSES, NATHAN	44.43	N
					49.42	N
					36.66	N
					60.44	N
					31.20	N
				Check 076905 Total:	222.15	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076906	06-20-2019		06-20-2019	NEWEGG BUSINESS INC.	508.37	N
					4,992.76	N
					207.98	N
				Check 076906 Total:	5,709.11	
076907	06-20-2019		06-20-2019	NW METROPORT CHAMBER OF COMMERCE	750.00	N
076908	06-20-2019		06-20-2019	OFFICE DEPOT	383.62	N
					10.59	N
				Check 076908 Total:	394.21	
076909	06-20-2019		06-20-2019	PENDER'S MUSIC COMPANY	13.15	N
076910	06-20-2019		06-20-2019	PJ'S PARTY RENTAL & ESSENTIALS	36.00	N
076911	06-20-2019		06-20-2019	RAPTOR TECHNOLOGIES, LLC	2,100.00	N
076912	06-20-2019		06-20-2019	RAY McCAIN SERVICE, INC.	217.00	N
076913	06-20-2019		06-20-2019	REGION XI - ESC	1,900.00	N
076914	06-20-2019		06-20-2019	SHERWIN WILLIAMS	24.60	N
					31.24	N
				Check 076914 Total:	55.84	
076915	06-20-2019		06-20-2019	SMITH, GINA	53.36	N
076916	06-20-2019		06-20-2019	STEWART, LIZ	106.14	N
076917	06-20-2019		06-20-2019	SUNBELT RENTALS	143.29	N
					20.00	N
				Check 076917 Total:	163.29	
076918	06-20-2019		06-20-2019	TASB, INC.	110.00	N
076919	06-20-2019		06-20-2019	TASB RMF	1,000.00	N
076920	06-20-2019		06-20-2019	TASBO	300.00	N
					400.00	N
					150.00	N
				Check 076920 Total:	850.00	
076921	06-20-2019		06-20-2019	TEXAS TECH UNIVERSITY	100.00	N
076922	06-20-2019		06-20-2019	TRACTOR SUPPLY	89.99	N
076923	06-20-2019		06-20-2019	TRANSUNION RISK & ALT DATA SOLUTION	59.50	N
076924	06-20-2019		06-20-2019	UNDERWOOD DISTRIBUTING CO.	4,012.80	N
076925	06-20-2019		06-20-2019	UNIVERSITY OF TEXAS AT DALLAS APSI	500.00	N
076926	06-20-2019		06-20-2019	VECTOR SOLUTIONS	2,824.50	N
076927	06-20-2019		06-20-2019	VERIZON BUSINESS	89.86	N
076928	06-20-2019		06-20-2019	VN COACH	1,340.00	N
076929	06-20-2019		06-20-2019	VST SERVICES, LLC	300.00	N
076930	06-20-2019		06-20-2019	WESTERN PAPER CO.,INC.	310.00	N
076931	06-20-2019		06-20-2019	WINSTON WATER COOLER	198.10	N
076932	06-20-2019		06-20-2019	JOSTENS	255.50	N
076933	06-20-2019		06-20-2019	LALAMA, DOUGLAS JORDAN	2,000.00	N
076934	06-25-2019		06-25-2019	BRESNAHAN, AMY	107.47	N
					27.53	N
				Check 076934 Total:	135.00	
076935	06-25-2019		06-25-2019	DeSPAIN, MISSY	47.80	N
076936	06-25-2019		06-25-2019	MCGARVEY, YVOLENE	49.88	N
076937	06-25-2019		06-25-2019	ABM	758.30	N
					1,685.19	N
					45,291.83	N
				Check 076937 Total:	47,735.32	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076938	06-26-2019		06-26-2019	ABLE MECHANICAL	462.73	N
076939	06-26-2019		06-26-2019	ALLIED WELDING SUPPLY INC.	101.73	N
076940	06-26-2019		06-26-2019	APPLE INC. EDUCATION	1,563.00	N
					1,563.00	N
				Check 076940 Total:	3,126.00	
076941	06-26-2019		06-26-2019	ATSSB	50.00	N
					50.00	N
					50.00	N
					50.00	N
					50.00	N
				Check 076941 Total:	250.00	
076942	06-26-2019	0000549861	06-26-2019	AUTOZONE TEXAS, L.P.	-169.98	N
					53.58	N
					27.56	N
					24.99	N
					169.98	N
					64.99	N
					3.99	N
					46.99	N
				Check 076942 Total:	222.10	
076943	06-26-2019		06-26-2019	AZLE FIRE SAFETY SERVICES	540.00	N
					136.25	N
				Check 076943 Total:	676.25	
076944	06-26-2019		06-26-2019	BSN SPORTS	664.28	N
					3,093.79	N
					373.47	N
					156.14	N
				Check 076944 Total:	4,287.68	
076945	06-26-2019		06-26-2019	BURK, ASA	325.73	N
076946	06-26-2019		06-26-2019	CBS ROOFING SERVICES	996.00	N
076947	06-26-2019		06-26-2019	CLIMATEC, LLC	80.50	N
076948	06-26-2019		06-26-2019	DEALERS ELECTRIC SUPPLY	1,696.70	N
					247.60	N
					327.70	N
		2181540-01			-173.21	N
				Check 076948 Total:	2,098.79	
076949	06-26-2019		06-26-2019	DECKER EQUIPMENT/SCHOOL FIX	251.28	N
					144.62	N
				Check 076949 Total:	395.90	
076950	06-26-2019	0000550413	06-26-2019	DELL MARKETING LP	-239.00	N
					239.00	N
					835.99	N
				Check 076950 Total:	835.99	
076951	06-26-2019		06-26-2019	DEPT OF INFORMATION RESOURCES	.46	N
076952	06-26-2019		06-26-2019	ELLIOTT ELECTRIC SUPPLY	343.70	N
076953	06-26-2019		06-26-2019	ENTECH	300.00	N
076954	06-26-2019		06-26-2019	FRENCH, MARY	47.70	N
076955	06-26-2019		06-26-2019	GRAINGER	432.48	N
076956	06-26-2019		06-26-2019	GRANDE	400.00	N
					117.14	N
				Check 076956 Total:	517.14	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076957	06-26-2019	0002022005 0005021491	06-26-2019	HOME DEPOT CREDIT SERVICES	-3.31	N
					-10.40	N
					43.49	N
					136.40	N
					21.78	N
					72.12	N
					30.74	N
					41.81	N
					32.36	N
					37.28	N
					76.79	N
					14.66	N
					39.39	N
					30.07	N
					17.44	N
					60.46	N
					28.48	N
					8.65	N
					175.05	N
					44.46	N
					122.70	N
				Check 076957 Total:	1,020.42	
076958	06-26-2019		06-26-2019	HOME DEPOT CREDIT SERVICES	244.44	N
076959	06-26-2019		06-26-2019	INDEPENDENT BANK PETTY CASH - ADMIN	72.58	N
					30.00	N
					49.15	N
					11.49	N
					36.00	N
				Check 076959 Total:	199.22	
076960	06-26-2019		06-26-2019	US GAMES	384.90	N
076961	06-27-2019		06-27-2019	BELL'S MUSIC SHOP, INC	148.50	N
					1,787.50	N
				Check 076961 Total:	1,936.00	
076963	06-27-2019		06-27-2019	KELLER TROPHY AND AWARDS	275.00	N
076964	06-27-2019		06-27-2019	LAUNDRY SOLUTIONS	201.50	N
076965	06-27-2019		06-27-2019	LAWN LAND	156.70	N
076966	06-27-2019		06-27-2019	LOCKE SUPPLY COMPANY	52.97	N
					40.97	N
					4.78	N
					43.38	N
					3.76	N
					52.28	N
		37425926-0			-42.48	N
				Check 076966 Total:	155.66	
076967	06-27-2019		06-27-2019	LONGHORN, INC.	114.38	N
					38.80	N
				Check 076967 Total:	153.18	
076968	06-27-2019		06-27-2019	MUSIC & ARTS CENTER	38.00	N
076969	06-27-2019		06-27-2019	NTTA	22.39	N
					9.40	N
					9.40	N
					63.12	N
					127.77	N
					44.17	N

* Indicates voided check

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
					9.40	N
					9.40	N
					70.03	N
					56.45	N
					26.94	N
				Check 076969 Total:	448.47	
076970	06-27-2019		06-27-2019	NU-ART PRINTING COMPANY	582.50	N
					1,237.50	N
				Check 076970 Total:	1,820.00	
076971	06-27-2019		06-27-2019	PINNACLE EDUCATION	4,000.00	N
076972	06-27-2019		06-27-2019	PREMIER LAWN AND POWER	157.75	N
076973	06-27-2019		06-27-2019	RICOH	35.60	N
					1,428.46	N
					35.60	N
					228.61	N
				Check 076973 Total:	1,728.27	
076974	06-27-2019		06-27-2019	RICOH USA, INC	1,662.33	N
					868.89	N
					712.35	N
					477.12	N
					712.35	N
					618.05	N
					1,424.70	N
					2,563.42	N
					237.45	N
					52.60	N
				Check 076974 Total:	9,329.26	
076975	06-27-2019		06-27-2019	SCHOOL COMP	5,319.40	N
					387.48	N
				Check 076975 Total:	5,706.88	
076976	06-27-2019		06-27-2019	SHERWIN WILLIAMS	56.59	N
					51.18	N
					30.89	N
					142.38	N
					112.78	N
				Check 076976 Total:	393.82	
076977	06-27-2019		06-27-2019	TEXAS AIR SYSTEMS, LLC	308.00	N
076978	06-27-2019		06-27-2019	THSCA	3,366.00	N
076979	06-27-2019		06-27-2019	TEXAS MUSIC EDUCATORS ASSOC.	50.00	N
					50.00	N
					50.00	N
					50.00	N
				Check 076979 Total:	250.00	
076980	06-27-2019		06-27-2019	TOUGH CARTS	1,344.00	N
076981	06-27-2019		06-27-2019	TxTAG	82.28	N
					21.46	N
					12.45	N
					27.26	N
				Check 076981 Total:	143.45	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
076982	06-27-2019		06-27-2019	VANDERFORD, CODY	20.77	N
					55.44	N
				Check 076982 Total:	76.21	
076983	06-27-2019		06-27-2019	WALMART COMMUNITY/GECRB	11.96	N
076984	06-27-2019		06-27-2019	ISTATION	17,842.08	N
					10,075.00	N
				Check 076984 Total:	27,917.08	
076985	06-27-2019		06-27-2019	JOSTENS	1,260.41	N
					26.32	N
					20.18	N
					14.06	N
				Check 076985 Total:	1,320.97	
				Bank Account: 5901 - INDEP. BANK LOCAL MAINT. IB Total	700,553.38	

* Indicates voided check

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
014130	06-13-2019		06-13-2019	MARTIN, GLEN	3,100.00	N
014131	06-13-2019		06-13-2019	PRESIDIO NETWORK SOLUTIONS	1,220.00	N
					780.00	N
				Check 014131 Total:	2,000.00	
014132	06-13-2019		06-13-2019	PRESIDIO NETWORK SOLUTIONS	11,004.14	N
014133	06-13-2019		06-13-2019	LEE LEWIS CONSTRUCTION	2,612,810.00	N
014134	06-20-2019		06-20-2019	MARTIN, GLEN	2,600.00	N
014135	06-20-2019		06-20-2019	PRESIDIO NETWORK SOLUTIONS	17,160.28	N
					1,390.00	N
				Check 014135 Total:	18,550.28	
014136	06-20-2019		06-20-2019	RENTACRATE ENTERPRISES LLC	4,066.92	N
014137	06-20-2019		06-20-2019	CDW GOVERNMENT	105,833.20	N
					20,275.20	N
					58,643.20	N
				Check 014137 Total:	184,751.60	
014138	06-20-2019		06-20-2019	CORGAN ASSOCIATES, INC.	77,069.53	N
					32,400.00	N
				Check 014138 Total:	109,469.53	
014139	06-20-2019		06-20-2019	PRESIDIO NETWORK SOLUTIONS	72,029.42	N
014140	06-26-2019		06-26-2019	DELL MARKETING LP	154,855.00	N
				Bank Account: 5902 - INDEP. BANK CAPITAL PROJECTS Total	3,175,236.89	

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
013172	06-03-2019		06-03-2019	GANDHI, HEMLATA	514.00	N
013173	06-03-2019		06-03-2019	GLADYS, TINA	514.00	N
013174	06-05-2019		06-05-2019	HALK, TIFFANY	320.00	N
013175	06-05-2019		06-05-2019	HARRIS COSTUMES	1,590.00	N
013176	06-05-2019		06-05-2019	INDEPENDENT BANK PETTY CASH - HS	73.95	N
					45.50	N
				Check 013176 Total:	119.45	
013177	06-06-2019		06-06-2019	KING, JOHN	97.43	N
013178	06-06-2019		06-06-2019	KROGER	11.15	N
013179	06-06-2019		06-06-2019	LEMISH, ERIN	225.00	N
013180	06-06-2019		06-06-2019	OU SPIRIT CAMPS	5,018.00	N
013181	06-06-2019		06-06-2019	SCHOLASTIC BOOK FAIRS	2,625.17	N
013182	06-06-2019		06-06-2019	TAJE	448.00	N
013183	06-06-2019		06-06-2019	TRUEBENBACH, LAURA	165.00	N
013184	06-06-2019		06-06-2019	WALMART COMMUNITY/GECRB	199.52	N
013185	06-13-2019		06-12-2019	ALL STAR SCREEN PRINTING & T-SHIRTS	143.00	N
013186	06-13-2019		06-12-2019	CANON U.S.A., INC.	502.64	N
013187	06-13-2019		06-12-2019	CENTURY RESOURCES	1,874.65	N
013188	06-13-2019		06-13-2019	DRY CLEAN SUPER CENTER	4.15	N
013189	06-13-2019		06-13-2019	JOSTENS, INC.	2,481.00	N
013190	06-13-2019		06-13-2019	SAM'S CLUB	80.94	N
					165.28	N
				Check 013190 Total:	246.22	
013191	06-13-2019		06-13-2019	WALMART COMMUNITY/GECRB	59.70	N
					75.42	N
					58.10	N
				Check 013191 Total:	193.22	
013192	06-13-2019		06-13-2019	WALMART COMMUNITY/GECRB	109.33	N
013193	06-17-2019		06-17-2019	SMITH, PAULA	50.00	N
013194	06-20-2019	0000550159	06-20-2019	SYNCB / AMAZON	-127.19	N
					130.47	N
					6.99	N
					127.19	N
					175.11	N
					193.27	N
					152.50	N
					365.49	N
					899.94	N
					33.98	N
					9.99	N
					76.81	N
					85.46	N
				Check 013194 Total:	2,130.01	
013195	06-20-2019		06-20-2019	BUSH, DOUGLAS LEE	1,400.00	N
013196	06-20-2019		06-20-2019	CDW GOVERNMENT	1,000.00	N
013197	06-20-2019		06-20-2019	DESIGNS BY GAIL	100.00	N
013198	06-20-2019		06-20-2019	HI TEX FLAGS & ADVERTISING SPEC.	316.00	N

Check Nbr	Paid Date	Credit Memo Nbr	Trans Date	Payee	Amount	EFT
013199	06-20-2019		06-20-2019	LABRECQUE, JAMES	1,400.00	N
013200	06-20-2019		06-20-2019	SCHEER, ZACHARY	1,400.00	N
013201	06-20-2019		06-20-2019	SNYDER, SHANE	1,400.00	N
013202	06-20-2019		06-20-2019	TEXAS PARKS & WILDLIFE DEPARTMENT	10.00	N
013203	06-25-2019		06-25-2019	WALMART COMMUNITY/GECRB	56.78	N
					50.13	N
					97.56	N
					70.28	N
				Check 013203 Total:	274.75	
013204	06-25-2019		06-25-2019	WALMART COMMUNITY/GECRB	126.66	N
013205	06-26-2019		06-26-2019	ADORAMA CAMERA INC.	90.00	N
					4,170.73	N
					6.74	N
					39.77	N
					6.76	N
				Check 013205 Total:	4,314.00	
013206	06-26-2019		06-26-2019	BSN SPORTS	113.94	N
013207	06-26-2019		06-26-2019	DESIGNS BY GAIL	110.00	N
013208	06-27-2019		06-27-2019	NASP, INC.	9.00	N
013209	06-27-2019	0000550356	06-27-2019	ROADRUNNER CHARTERS, INC.	-1,820.00	N
					6,825.00	N
				Check 013209 Total:	5,005.00	
013210	06-27-2019		06-27-2019	UPS	8.72	N
				Bank Account: 5903 - INDEP. BANK ACTIVITY ACCOUNT Total	36,569.01	
				Grand Totals	3,912,359.28	

End of Report

Argyle ISD
2016-2017, 2017-18, and 2018-19 Revenue Analysis
General Operating Fund
06.30.19

Local	Description	Actual Revenue FY 17	Actual Revenue FY 18	Budgeted Revenue FY 19	FY 19 Received to 06.30.19
5711	Current Taxes	\$ 16,944,383	\$ 19,468,198	\$ 22,690,000	\$ 22,722,619
5712	Delinquent Taxes	\$ 279,681	\$ 374,955	\$ 325,000	\$ 88,080
5719	Penalty & Interest	\$ 153,644	\$ 151,519	\$ 150,000	\$ 99,712
5739	Tuition & Fees	\$ 77,560	\$ 95,250	\$ 75,000	\$ 54,500
5742	Interest Earned	\$ 83,875	\$ 80,048	\$ 60,000	\$ 144,915
5743	Rental Income	\$ 93,117	\$ 88,465	\$ 87,500	\$ 97,916
5743	Oil & Gas Income	\$ 8,041	\$ 4,638	\$ 6,000	\$ 3,313
5744	Score Board		\$ 32,500	\$ -	
5744	Gifts & Donations	\$ 66,447	\$ 79,737	\$ 80,000	\$ 79,737
5744	Argyle Ed. Found.	\$ 165,000	\$ 165,000	\$ 165,000	\$ 165,000
5744	Baseball Park Elec.	\$ 6,038	\$ 400	\$ 1,000	\$ 2,278
5745	Ins. Recovery	\$ 99,847	\$ 2,384,605	\$ 180,000	\$ 179,811
5749	Misc. Local Income	\$ 14,459	\$ 19,432	\$ 10,000	\$ 40,379
5749	Settlements	\$ 200,000	\$ -	\$ -	
5752	Athletic Gate Receipts	\$ 70,153	\$ 70,548	\$ 70,000	\$ 46,050
5752	Athletic Tournament Fees	\$ 9,125	\$ 3,765	\$ 10,000	\$ -
5752	Season Ticket Revenue	\$ 36,762	\$ 40,762	\$ 35,000	\$ 54,492
5752	UIL Academic Fees	\$ 3,885	\$ 1,645	\$ 4,000	\$ 3,240
5753	UIL Participation Fees	\$ 110,750	\$ 57,015	\$ 75,000	\$ 60,986
Total Local		\$ 18,422,767	\$ 23,118,482	\$ 24,023,500	\$ 23,843,028
State/Fed TEA Funds					
5811	Available School Fund	\$ 834,033	\$ 480,704	\$ 1,145,000	\$ 918,650
5812	FSP	\$ 2,261,721	\$ 2,842,346	\$ 1,695,000	\$ 1,221,266
5820	PreK Funding	\$ 1,488	\$ -	\$ 1,500	\$ -
5829	State Program Revenue	\$ -	\$ -	\$ -	\$ -
5831	TRS on Behalf/Part D	\$ 939,920	\$ 1,112,205	\$ 1,170,000	\$ -
5931	SHARS	\$ 117,847	\$ 63,409	\$ 88,000	\$ 101,467
5939	Fed. Flood Control	\$ -	\$ 11,280	\$ 2,000	\$ -
Total State/Fed TEA Funds		\$ 4,155,009	\$ 4,509,944	\$ 4,101,500	\$ 2,241,383
Local & State Funds		\$ 22,577,776	\$ 27,628,426	\$ 28,125,000	\$ 26,084,411
Other Resources					
7919	Extraordinary Items	\$ -	\$ -	\$ -	\$ -
Local, State, & Other Resources		\$ 22,577,776	\$ 27,628,426	\$ 28,125,000	\$ 26,084,411

Argyle ISD
2016-17, 2017-18 and 2018-19 Expense Analysis
General Operating Fund
06.30.19

Local	Description	Actual Expenses FY 17	Actual Expenses FY 18	Amended Budget FY 19	FY 19 Expenses as of 06.30.19
6112	Subs	\$ 262,550	\$ 276,751	\$ 300,500	\$ 330,357
6118	Extra Duty	\$ 471,425	\$ 527,135	\$ 581,947	\$ 480,403
6119	Professional Salaries	\$ 11,383,939	\$ 13,155,102	\$ 14,510,855	\$ 12,653,681
6121	Overtime	\$ 33,441	\$ 21,058	\$ 57,945	\$ 21,313
6129	Auxiliary Salaries	\$ 2,414,699	\$ 2,958,549	\$ 3,166,668	\$ 2,763,086
6141	FICA	\$ 213,215	\$ 247,838	\$ 275,069	\$ 239,026
6142	District Paid Insurance	\$ 481,770	\$ 523,289	\$ 572,146	\$ 562,909
6143	Workers Compensation	\$ 71,118	\$ 66,948	\$ 119,000	\$ 57,046
6144	TRS on Behalf	\$ 939,920	\$ 1,112,205	\$ 1,163,812	\$ -
6145	Unemployment	\$ 8,765	\$ 8,245	\$ 18,150	\$ 7,833
6146	TRS Over State Min	\$ 489,254	\$ 598,299	\$ 636,018	\$ 504,686
Total Payroll		\$ 16,770,096	\$ 19,495,419	\$ 21,402,110	\$ 17,620,340
Other Expenses					
6224	Recapture	\$ 71,829	\$ 247,151	\$ 315,000	\$ 209,099
62XX	Contracted Expense	\$ 2,732,548	\$ 2,611,960	\$ 2,931,695	\$ 2,301,638
63XX	Supplies	\$ 1,033,909	\$ 1,351,408	\$ 1,656,911	\$ 1,441,863
64XX	Travel/Insurance	\$ 893,354	\$ 1,050,351	\$ 1,334,980	\$ 1,014,895
66XX	Capital Outlay	\$ 79,587	\$ 3,002,989	\$ 484,304	\$ 477,004
Total 6200 thru 6600		\$ 4,811,227	\$ 8,263,859	\$ 6,722,890	\$ 5,444,499
Other Uses					
8000	Other Uses (transfer to CN)			\$ -	\$ -
Grand Total		\$ 21,581,323	\$ 27,759,278	\$ 28,125,000	\$ 23,064,839
Summary		FY 17	FY 18		FY 19
Revenue		\$ 22,577,776	\$ 27,628,426		\$ 28,125,000
Expenses		\$ 21,581,323	\$ 27,759,278		\$ 28,125,000
Net		\$ 996,453	\$ (130,852)		\$ -

Argyle ISD
2017 Bond Summary

2017 Bond Issue Summary	
2017 Bond Authorization	166,000,000
Sept 2017 Bond Issue	47,150,000
June 2019 Bond Issue	78,000,000
Remaining Bond Authorization	40,850,000
Interest Earned FY 2018	614,519
Interest Earned FY 2019	574,621

Argyle ISD
Bond Summary

Bond Expenses Summary	Original Bond Plan	Adjustment	Updated Bond Plan	Updated Cost Estimate	Over/(Under) Updated Estimate
High School Addition	7,200,000	(1,093,662)	6,106,338	6,106,338	0
New Elementary #2	32,550,000		32,550,000	30,069,902	(2,480,098)
Phase II High School	65,850,000	2,078,608	67,928,608		
New Elementary #3	35,900,000		35,900,000		
High School Renovations	6,400,000	(984,946)	5,415,054	5,415,054	(0)
Intermediate Renovations	4,100,000		4,100,000	252,450	
Hilltop Renovations	1,000,000		1,000,000	423,977	
Administration Building	5,000,000		5,000,000		
Transportation Center	4,000,000		4,000,000		
Technology	3,000,000		3,000,000	3,000,000	-
New Buses	1,000,000		1,000,000		
Total	166,000,000			45,267,721	(2,480,098)

ARGYLE INDEPENDENT SCHOOL DISTRICT
Argyle, Texas

To: Argyle ISD Board of Trustees

From: Liz Stewart, Chief Financial Officer

Date: July 9, 2019

Subject: Interlocal Tax Collection Agreement

Action: Consider and Approve ILA with Denton County for Tax Collection Services

Background

Each year we enter into an Interlocal Agreement (ILA) with Denton County for the purpose of collecting the property taxes for our District. This ILA is a continuation of the same services. Without the ILA, we would need to employ our own tax collection department and would require personnel, training, software, supplies, etc.

Financial Impact

The agreement is based on a per parcel fee and is included in the budget estimate.

Recommendation

The Administration recommends approving the ILA with Denton County for tax collection.

Motion

I move we approve the ILA with Denton County for tax collection as presented.

THE STATE OF TEXAS §

COUNTY OF DENTON §

**INTERLOCAL COOPERATION AGREEMENT FOR PROPERTY TAX
ASSESSMENT AND COLLECTION BETWEEN DENTON COUNTY, TEXAS,
AND
_____ INDEPENDENT SCHOOL DISTRICT**

INTERLOCAL COOPERATION AGREEMENT –TAX COLLECTION

THIS AGREEMENT is made and entered into by and between **DENTON COUNTY**, a political subdivision of the State of Texas, hereinafter referred to as "**COUNTY**," and _____ **INDEPENDENT SCHOOL DISTRICT**, Denton County, Texas, also a political subdivision of the State of Texas, hereinafter referred to as "**DISTRICT**."

WHEREAS, COUNTY and **DISTRICT** mutually desire to be subject to the provisions of V.T.C.A. Government Code, Chapter 791, the Interlocal Cooperation Act, and V.T.C.A., Tax Code, and Section 6.24; and;

WHEREAS, DISTRICT has the authority to contract with the **COUNTY** for the **COUNTY** to act as tax assessor and collector for **DISTRICT** and **COUNTY** has the authority to so act.

NOW THEREFORE, COUNTY and **DISTRICT**, for and in consideration of the mutual promises, covenants, and agreements herein contained, do agree as follows:

I.

The effective date of this Agreement shall be October 1, 2019. The initial term of this Agreement shall be for a period of one year commencing October 1, 2019 and ending September 30, 2020. Following the initial term, this Agreement shall automatically renew for subsequent one-year terms, unless written notice of termination is provided by **COUNTY** or **DISTRICT** no later than one hundred-eighty (180) days prior to the expiration date of the then-current term of the Agreement. If said notice is provided, this Agreement shall terminate at the end of the then-current term. During the initial term of this Agreement, the term "tax year" means tax year 2018 and the term "collection year" means 2019. During each subsequent renewal term, the term "tax year" means the year following the previous term's "tax year", and the term "collection_year" means the year following the previous term's "collection year." For example, during the first renewal term of this Agreement (October 1, 2020 – September 30, 2021), the term "tax year" means tax year 2019 and the term "collection year" means 2020, during the second renewal term of this Agreement (October 1, 2021 – September 30, 2022), the term "tax year" means tax year 2020 and the term "collection year" means 2021, and so on.

II.

For the purposes and consideration herein stated and contemplated, **COUNTY** shall provide the following necessary and appropriate services for **DISTRICT** to the maximum extent authorized by this Agreement, without regard to race, sex, religion, color, age, disability, or national origin:

1. **COUNTY**, by and through its duly qualified tax assessor-collector, shall serve as tax assessor-collector for **DISTRICT** for ad valorem tax collection for the tax year. **COUNTY** agrees to perform all necessary ad valorem assessing and collecting duties for **DISTRICT** and **DISTRICT** does hereby expressly authorize **COUNTY** to do and perform all acts necessary and proper to assess and collect taxes for **DISTRICT**. **COUNTY** agrees to collect base taxes, penalties, interest, and attorney's fees.

2. **COUNTY** agrees to prepare and mail all current and delinquent tax statements required by statute, supplemental changes for applicable property accounts, as well as prepare and mail any other mailing as deemed necessary and appropriate by **COUNTY**; provide daily and monthly collection reports to **DISTRICT**; prepare tax certificates; develop and maintain both current and delinquent tax rolls, disburse tax monies to district daily (business day) based on prior day tax postings, approve and refund overpayment or erroneous payment of taxes for **DISTRICT** pursuant to Texas Property Tax Code Sections 31.11 and 31.12 from available current tax collections of **DISTRICT**; and to meet the requirements of Section 26.04 of the Texas Tax Code; and develop and maintain such other records and forms as are necessary or required by State law, rules, or regulations.

3. **COUNTY** further agrees that it will calculate the effective tax rates and rollback tax rates for **DISTRICT** and that such calculation will be provided at no additional cost to **DISTRICT**. The information concerning the effective and rollback tax rates will be published in the form prescribed by the Comptroller of Public Accounts of the State of Texas, and as required by Section 26.04 of V.T.C.A Tax Code. **DISTRICT** shall notify tax assessor-collector no later than July 25th of the collection year that **DISTRICT** wishes

publication of forms or notices specified in this section. It is understood and agreed to by the parties that the expense of publication shall be borne by **DISTRICT** and that **COUNTY** shall provide **DISTRICT's** billing address to the newspaper publishing the effective and rollback tax rates. In the event **DISTRICT** requires early calculation based on certified estimate values, **DISTRICT** must notify **COUNTY** no later than May 20th of the collection year that **DISTRICT** wishes publication of forms or notices specified in this section. In the event **DISTRICT** requires early calculation based on certified estimate values, **DISTRICT** must notify **COUNTY** no later than May 20th of each year that **DISTRICT** wishes publications of forms or notices specified in this section.

4. **COUNTY** agrees, upon request, to offer guidance and the necessary forms for posting notices of required hearing and quarter-page notices as required by Sections 26.05 and 26.06 of V.T.C.A. Tax Code, if **DISTRICT** requests such no less than 7 days in advance of the intended publication date. **DISTRICT** must approve all calculations and notices, in the format required by **COUNTY**, before publication may proceed. The accuracy and timeliness of all required notices are the responsibility of **DISTRICT**. This Agreement is subject to and the parties herein shall comply with all applicable provisions of the Texas Property Tax Code and all other applicable Texas statutes. **COUNTY** will submit to **DISTRICT** approval forms of the tax rate calculation and required notices. **DISTRICT** must return executed approval forms to tax assessor/collector before notices may be appropriately submitted to the appraisal district, newspapers, etc. as required by law.

5. Should **DISTRICT** roll back the tax rate as a result of an unsuccessful Tax Ratification Election, the required publication of notices shall be shall be the responsibility of **DISTRICT**.

6. **COUNTY** agrees to develop and maintain written policies and procedures of its operation. **COUNTY** further agrees to make available full information about the operation of the County Tax Office to **DISTRICT**, and to promptly furnish written reports to keep **DISTRICT** informed of all financial information affecting it.

7. **DISTRICT** agrees to promptly deliver to **COUNTY** all records that it has accumulated and developed in the assessment and collection of taxes, and to cooperate in furnishing or locating any other information and records needed by **COUNTY** to perform its duties under the terms and conditions of this Agreement.

8. **COUNTY** agrees to allow an audit of the tax records of **DISTRICT** in **COUNTY'S** possession during normal working hours with at least 48 hours advance, written notice to **COUNTY**. The expense of any and all such audits shall be paid by **DISTRICT**. A copy of any and all such audits shall be furnished to **COUNTY**.

9. If required by **DISTRICT**, **COUNTY** agrees to obtain a surety bond for the County Tax Assessor/Collector. Such bond will be conditioned upon the faithful performance of the Tax Assessor/Collector's lawful duties, will be made payable to **DISTRICT** and in an amount determined by the governing body of **DISTRICT**. The premium for any such bond shall be borne solely by **DISTRICT**.

10. **COUNTY** agrees that it will post a notice on its website, as a reminder that delinquent tax penalties will apply to all assessed taxes that are not paid by January 31st of the collection year.

11. **COUNTY** agrees that it will post to a secure website collection reports for **DISTRICT** listing current taxes, delinquent taxes, penalties and interest on a daily basis through September 30th of the collection year. **COUNTY** will provide monthly Maintenance and Operation (hereinafter referred to as “MO”), and Interest and Sinking (hereinafter referred to as “IS”) collection reports; provide monthly recap reports; and provide monthly attorney fee collection reports.

12. **DISTRICT** retains its right to select its own delinquent tax collection attorney and **COUNTY** agrees to reasonably cooperate with the attorney selected by **DISTRICT** in the collection of delinquent taxes and related activities.

13. **DISTRICT** will provide **COUNTY** with notice of any change in collection attorney on or before the effective date of the new collection attorney contract.

III.

COUNTY hereby designates the Denton County Tax Assessor/ Collector to act on behalf of the County Tax Office and to serve as Liaison for **COUNTY** with **DISTRICT**. The County Tax Assessor/Collector, and/or his/her designated substitute, shall ensure the performance of all duties and obligations of **COUNTY**; shall devote sufficient time and attention to the execution of said duties on behalf of **COUNTY** in full compliance with the terms and conditions of this Agreement; and shall provide immediate and direct supervision of the County Tax Office employees, agents, contractors, subcontractors, and/or laborers, if any, in the furtherance of the purposes, terms and conditions of this Agreement for the mutual benefit of **COUNTY** and **DISTRICT**.

IV.

COUNTY accepts responsibility for the acts, negligence, and/or omissions related to property tax service of all **COUNTY** employees and agents, sub-contractors and/or contract laborers, and for those actions of other persons doing work under a contract or agreement with **COUNTY** to the extent allowed by law.

V.

DISTRICT accepts responsibility for the acts, negligence, and/or omissions of all **DISTRICT** employees and agents, sub-contractors and/or contract laborers, and for those of all other persons doing work under a contract or agreement with **DISTRICT** to the extent allowed by law.

VI.

DISTRICT understands and agrees that **DISTRICT**, its employees, servants, agents, and representatives shall at no time represent themselves to be employees, servants, agents, and/or representatives of **COUNTY**. **COUNTY** understands and agrees that **COUNTY**, its employees, servants, agents, and representatives shall at no time represent themselves to be employees, servants, agents, and/or representatives of **DISTRICT**.

VII.

For the services rendered during the tax year, **DISTRICT** agrees to pay **COUNTY** for the receipting, bookkeeping, issuing, and mailing of tax statements as follows:

1. The current tax statements will be mailed by October 10th of the tax year or as soon thereafter as practical. Pursuant to Texas Property Tax Code §26.05(a), the **DISTRICT** must adopt its tax year tax rate before the later of the applicable dates set forth therein. In order to expedite mailing of tax statements, **DISTRICT** shall adopt and then

deliver its adopted tax rate to **COUNTY** no later than said adoption deadline. Failure by **DISTRICT** to adopt and then deliver the adopted tax rate to **COUNTY** by the adoption deadline set forth in §26.05(a) may result in delay of processing and mailing **DISTRICT** tax statements. **DISTRICT** agrees to assume the costs for additional delayed tax statements, processing and mailing as determined by **COUNTY**. An additional notice will be sent during the month of March following the initial mailing provided that **DISTRICT** has requested such a notice on or before February 28th of the collection year. During the initial term of this Agreement, the fee for this service will be **\$1.00** per statement. During the first and second renewal terms of this Agreement, the fee for this service will be the per statement rate approved by Commissioners Court for the applicable tax year, provided notice of that rate is provided to **DISTRICT** as described in Paragraph 8 of this Article VII. In the event **COUNTY** does not provide **DISTRICT** with said notice, the rate charged during the preceding term will apply.

2. At least 30 days, but no more than 60 days prior to April 1st of the collection year and following the initial mailing, a delinquent tax statement meeting the requirements of Section 33.11 of the Texas Property Tax Code will be mailed to the owner of each parcel having delinquent taxes.

3. At least 30 days, but no more than 60 days prior to July 1st of the collection year and following the initial mailing, a delinquent tax statement meeting the requirements of Section 33.07 of the Texas Property Tax Code will be mailed to the owner of each parcel having delinquent taxes.

4. For accounts that become delinquent on or after June 1st of the collection year, **COUNTY** shall mail a delinquent tax statement meeting the requirements of Section 33.08 of the Texas Property Tax Code to the owner of each parcel having delinquent taxes.

5. In event of a successful rollback election which takes place after tax bills for **DISTRICT** have been mailed, **DISTRICT** agrees to pay **COUNTY** a programming charge of \$5,000.00. **COUNTY** will, pursuant to Property Tax Code Section 26.07(f), mail corrected statements to the owner of each property. The fee for this service will be the same per statement rate described in Paragraph 2 of this Article VII. When a refund is required per Property Tax Code Section 26.07(g), **COUNTY** will charge a \$.25 processing fee per check, in addition to the corrected statement mailing costs. Issuance of refunds, in the event of a successful rollback election, will be the responsibility of the **COUNTY**. **DISTRICT** will be billed for the refunds, postage and processing fees.

6. **DISTRICT** understands and agrees that **COUNTY** will, no later than January 31st of the tax year, deduct from current collections of **DISTRICT** the "Total Cost" of providing all services described in paragraphs 1-5 above. This "Total Cost" includes any such services that have not yet been performed at the time of deduction. During the initial term of this Agreement, the "Total Cost" of providing all services described in paragraphs 1-5 above shall be the total of: **\$1.00** (the "per parcel rate") x the total number of parcels listed on **DISTRICT's** preceding tax year Tax Roll on September 30th of the tax year. During the first and second renewal terms of this agreement, the "per parcel rate" will be the per parcel rate approved by Commissioners Court for the applicable tax year, provided notice of that rate is provided to **DISTRICT** as described in Paragraph 7 of this Article

VII. In the event **COUNTY** does not provide **DISTRICT** with said notice, the per parcel rate charged during the preceding term will apply.

In the event that a rollback election as described takes place, **COUNTY** shall bill **DISTRICT** for the applicable programming charge, check processing fees, refunds paid, and refund postage costs. **DISTRICT** shall pay **COUNTY** all billed amounts within 30 days of its receipt of said bill. In the event costs for additional delayed tax statements, processing and mailing are incurred as described in paragraph 1, **COUNTY** shall bill **DISTRICT** for such amounts. **DISTRICT** shall pay **COUNTY** all such billed amounts within 30 days of its receipt of said bill.

7. The County Budget Office establishes collection rates annually based on a survey of actual annual costs incurred by the County in performing tax collection services. The collection rate for each tax year is approved by County Commissioners' Court, and all entities are assessed the same per parcel collection rate. Following approval of the collection rate for each tax year, **COUNTY** will, at least sixty (60) days prior to the expiration date of the then-current term of this Agreement, provide **DISTRICT** with written notice of that rate.

VIII.

COUNTY agrees to remit all taxes, penalties, and interest collected on **DISTRICT's** behalf and to deposit such funds into the **DISTRICT's** depositories, as designated:

1. For deposits of tax, penalties, and interest, payment shall be by wire transfer or ACH to **DISTRICT's** depository accounts only, and segregated into the appropriate MO

and IS accounts. Only in the event of failure of electronic transfer protocol will a check for deposits of tax, penalty and interest be sent by mail to **DISTRICT**.

2. If **DISTRICT** uses the same depository as **COUNTY**, the deposits of tax, penalty and interest shall be by deposit transfer.

3. In anticipation of renewal of this Agreement, **COUNTY** further agrees that deposits will be made daily through September 30th of the collection year. It is expressly understood, however, that this obligation of **COUNTY** shall not survive termination of this Agreement, whether by termination by either party or by failure of the parties to renew this Agreement.

4. In event that **COUNTY** experiences shortage in collections as a result of an outstanding tax debt of **DISTRICT**, the **DISTRICT** agrees a payment in the amount of shortage shall be made by check or ACH to **COUNTY** within 15 days after notification of such shortage.

IX.

In the event of termination, the terminating party shall be obligated to make such payments as are required by this Agreement through the balance of the tax year in which notice is given. **COUNTY** shall be obligated to provide services pursuant to this Agreement during such period.

X.

This Agreement represents the entire agreement between **DISTRICT** and **COUNTY** and supersedes all prior negotiations, representations, and/or agreements, either written or oral. This Agreement may be amended only by written instrument signed by the governing bodies of both **DISTRICT** and **COUNTY** or those authorized to sign on behalf of those governing bodies.

XI.

Any and all written notices required to be given under this Agreement shall be delivered or mailed to the listed addresses:

COUNTY:

County Judge of Denton County
110 West Hickory
Denton, Texas 76201
Telephone: 940-349-2820

DISTRICT:

XII.

DISTRICT hereby designates _____ to act on behalf of **DISTRICT**, and to serve as Liaison for **DISTRICT** to ensure the performance of all duties and obligations of **DISTRICT** as stated in this Agreement. **DISTRICT**'s designee shall devote sufficient time and attention to the execution of said duties on behalf of **DISTRICT** in full compliance with the terms and conditions of this Agreement; shall provide immediate and direct supervision of the **DISTRICT** employees, agents, contractors,

subcontractors, and/or laborers, if any, in the furtherance of the purposes, terms and conditions of this Agreement for the mutual benefit of **DISTRICT** and **COUNTY**.

XIII.

In the event that any portion of this Agreement shall be found to be contrary to law, it is the intent of the parties that the remaining portions shall remain valid and in full force and effect to the extent possible.

XIV.

The undersigned officers and/or agents of the parties are the properly authorized officials and have the necessary authority to execute this agreement on behalf of the parties. Each party hereby certifies to the other that any resolutions necessary for this Agreement have been duly passed and are now in full force and effect.

Executed in duplicate originals this, _____ day of _____
2019.

COUNTY

DISTRICT

Denton County Texas
110 West Hickory
Denton, Texas 76201

_____Independent School District

BY: _____
Honorable Andy Eads
County Judge

BY: _____
Name: _____
Title: _____

ATTEST:

BY: _____
Juli Luke
Denton County Clerk

APPROVED FORM AND CONTENT:

Michelle French
Denton County
Tax Assessor/Collector

ATTEST:

BY: _____
Name _____
Title _____

APPROVED AS TO FORM:

Assistant District Attorney

ARGYLE INDEPENDENT SCHOOL DISTRICT
Argyle, Texas

To: Argyle ISD Board of Trustees

From: Liz Stewart, Chief Financial Officer

Date: July 9, 2019

Subject: Purchase of Attendance Credits for Chapter 49

Action: Consider and approve Agreement for the Purchase of Attendance Credits

Background

Previously this item was based on Chapter 41 of the Texas Education Code (TEC) and now is based on Chapter 49 TEC since the passage of HB3 from the recent Legislative session. The board must consider matters pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the Commissioner of Education as authorized by the TEC, 49.006 including authorizing the Board President, Secretary and Superintendent to execute any documents necessary to accomplish the purpose of reducing local revenue level to a level not to exceed the level established under TEC, 48.257 for the school year.

The agreement for the purchase of attendance credits is required to be approved each year. The District is required to sign and submit a contract that informs the State which option has been chosen to equalize its wealth level for the 2019-2020 school year. There are five options to reduce the wealth per WADA. Argyle ISD has historically used Option 3 to equalize its wealth level.

- Option 1- Consolidate with another district
- Option 2 – Detach property
- Option 3 – Purchase attendance credits from the State
- Option 4 – Contract to educate nonresident students, and/or
- Option 5 – Consolidate tax bases with another district

Financial Impact

Each year we estimate and budget the potential payments required.

Recommendation

We recommend electing Option 3 to achieve the required equalized wealth level for the 2019-2020 school year.

Motion

I move we approve authorizing the Board President, Secretary, and Superintendent to execute documents as necessary for Chapter 49 purposes.

Liz Stewart
Chief Financial Officer

Agreement for the Purchase of Attendance Credit

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2019-2020 (the "school year").

The agreement is for Argyle School District ("the district"), with a county-district number of 061-910, to purchase attendance credit from the state for the school year.

This agreement is subject to the approval of the voters of the district as provided by the TEC, §49.156. The board of trustees of the district agrees to submit to the commissioner of education, on request, a certified copy of the board minutes showing the canvass of the election.

Initial payments will be based on the commissioner's estimate of the total cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year. The district agrees to make the payments in accordance with the schedule specified in the TEC, §49.154.

The total cost of credit will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 for the school year is available. If that amount is less than the amount paid by the district through August 15 of the school year, the difference will be refunded. If that amount is greater than the amount paid, the district shall remit an amount equal to the difference for deposit in the state treasury to be used for the Foundation School Program.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

Signature of President, Board of Trustees

Date: _____

Signature of Secretary, Board of Trustees

Date: _____

Signature of Superintendent

Dr. Telena Wright

Date: _

Typed Name of Superintendent

Date: _

Signature of Commissioner of Education or Designee

2019-20 Demographic Services Bi-Annual Fall & Spring With Web G.I.S.

September 1, 2019

Argyle ISD
Dr. Telena Wright, Superintendent
800 Eagle Dr.
Argyle, TX 76226

Templeton Demographics Metrostudy will provide the following demographic services:

G.I.S.

- Geocode PEIMS student database to assess current attendance patterns.
- Update street and parcel records.
- Update student yield and planning area reports.
- Create attend and reside reports
- District maps

Housing Research

- Housing research including new starts, closings, developed vacant lots and future lots.
- Future and existing multifamily tracking.

Enrollment Forecast

- Compare current student database to enrollment history to analyze for trend patterns.
- Provide ten-year enrollment forecast by campus and grade level.
- Provide a one-year enrollment forecast by campus and grade.

Facility Planning

- Develop scenarios to assist with future school site locations and possible attendance zone modifications.
- Provide long-range enrollment projections by campus and grade level.

Demographic Desktop with Web G.I.S.

- Web based portal to host district reports, maps, enrollment projections and presentations.

Fee Schedule

The fee for Demographic Services is **\$ 22,500.00** for Argyle ISD.

Invoices will be emailed on these dates:

September 1, 2019 **\$11,250.00**

March 1, 2020 **\$11,250.00**

Presentations and meetings to review the Demographic Reports will be provided at no additional cost.

Electronic copies of reports will be located on your Demographic Desktop.

Please remit payment to

Templeton Demographics
P.O. Box 846075
Los Angeles, CA 90084-60755

**PLEASE NOTE
NEW REMIT ADDRESS**

If the listed services are acceptable **please sign** in the space below, at which time this letter will be our agreement concerning the demographic services to be provided by Templeton Demographics Metrostudy.

We look forward to working with your administrative team.

Respectfully submitted,



Bob Templeton
Vice President, School Segment

I accept and agree to the contract for demographic services:

Signed by: _____

Date: _____

V. SUBSCRIPTION DETAILS AND SIGNATURES

Subscribed Services and Agreement Duration

Service Start Date	07-01-2019
Service End Date	06-30-2023
Service Address #1	800 Eagle Dr, Argyle TX 76226
Service Address #2	1741 Old Justin Rd, Argyle, TX 76226
Number of 50K Circuits	1
Total One Time Construction Fee	\$ 50,000
Monthly Maintenance Fee	\$ 200

By signing below, I acknowledge that I have read the Internal Connectivity Service Agreement, I accept this Agreement, and that I am authorized to sign on behalf of the LEA.

Authorized District Representative

Telena Wright
Signature

Printed Name

Telena Wright *2/27/19*
Date

ESC Region 11 Executive Director

Clyde Steelman
Signature

Dr. Clyde Steelman

3-6-19
Date

ESC Region 11 Deputy Executive Director

Rory Peacock
Signature

Mr. Rory Peacock

3-6-19
Date

FIBER11 Internal Connectivity Service Agreement

Education Service Center Region 11 and Argyle ISD

I.

PURPOSE OF THE FIBER11 NETWORK

Fiber Infrastructure for Broadband Enhancement in Region 11 (FIBER11) is an enhanced K-12 region-wide broadband infrastructure created to promote educational excellence in instruction, services and resources through a collaborative partnership of School Districts, in a way that:

- Creates a region-wide K-12 consortium to gain a competitive price advantage on FIBER11 infrastructure
- Provides an equitable financial model for each school district based on an average consortium E-rate discount
- Grants access to a high-speed region-wide network of school districts with the ability to form partnerships, such as disaster recovery connectivity, equipment colocation, etc.
- Establishes a dedicated fiber network allowing districts the flexibility to easily maintain and/or increase capacity

So that districts will increase collaboration and credibility to provide improved, quality services to their campuses through an economical and efficient infrastructure resulting in the highest achievable bandwidth at the lowest cost for unlimited teaching and learning potential far into the future.

II.

BENEFITS

FIBER11 is a large-scale broadband dark fiber network among the districts within Region 11.

The benefits provided by FIBER11 are:

- 100 Gigabit backbone network between FIBER11 hub sites
- 10 Gigabit network among the connected edge sites
- Allows bandwidth flexibility such that a district can exceed their subscribed services within a reasonable limit without penalty
- Opportunity to participate in shared network services (e.g., internet access, disaster recovery, shared application environment, etc.)
- Provides opportunity for special construction for internal district connectivity

**III.
TERMS OF AGREEMENT**

A. Term

This agreement is effective September 1 of each year (unless otherwise agreed upon), and shall be renewed annually unless either party gives no less than ninety (90) days prior written notice of termination.

Changes to the level of service provided to School District under this agreement may be made throughout the year at the School District’s request. Any change in level of service that creates a negative financial impact on the Internal Connectivity Service Agreement may result in the School District being assessed additional charges.

B. Termination

This Agreement is in effect for the entire fiscal year (September 1 through August 31, unless otherwise agreed upon) and may be terminated for the following year by giving no less than ninety (90) days’ notice prior to the agreement end date of any year.

In the event of a default of this Agreement, a School District may terminate this Agreement at any time after providing ESC Region 11 with written notice of the default and a thirty-day opportunity to cure the default.

C. Pricing and Payment

FIBER11 pricing is based on the current contract for fiber services within the following guidelines:

- Prices are already E-rate discounted as shown in the table below.
- There is no additional “installation” cost.
- Payments are due within 30 days of receipt of invoice.
- Payments can be made on an annual or quarterly basis.
- The current pricing is good for up to 84 connections on a first-come, first-serve basis for consortium members.
- The current contract will support the 121 connections on a first-come, first-serve basis for consortium members.

Type of Charge	Cost(s)	Frequency
Construction Fee (within the first 84 circuits)	\$50,000 per Circuit	One-Time
Construction Fee (after 84 and within 121 circuits)	\$100,000 per Circuit	One-Time
Postal Construction Fee	\$10,000 per Mile (1 Mile Min.)	One-Time
Monthly Maintenance (billed upon installation)	\$200 per Circuit AND/OR \$100 per Postal Rate Mile	Monthly

IV. DUTIES AND RESPONSIBILITIES

A. ESC Region 11 Duties and Responsibilities

- Provide adequate staff necessary for efficient operation of the FIBER11 network.
- Implement and provide 24x7x365 support and management of the network to include:
 - Operate and maintain the FIBER11 routers and dark fiber network.
 - Provide alerts concerning network maintenance and/or unplanned outages.
 - Notification will be given according to current Service Level Agreement terms.
 - Affected School District will be notified via email of any emergency network impairments as soon as the problem is determined.
- Troubleshoot to the point of demarcation:
 - Proactively monitor and report the use of services to ensure usage is within the terms of the agreement.
 - ESC Region 11 will provide hard-copy reports summarizing School District usage upon request.
 - Provide technical assistance to School District for FIBER11 connectivity.
- Utilize the competitive bidding process to procure the most economical resources for the network.

B. School District Duties and Responsibilities

- Provide a 24 x 7 technical contact that can respond immediately to problems affecting the FIBER11 Network.
- Serve as the point of contact for campuses connected to the FIBER11 network.
- Make payments within 30 days of receipt of correct invoice.

**V.
SUBSCRIPTION DETAILS AND SIGNATURES**

Subscribed Services and Agreement Duration

Service Start Date	07-01-2019
Service End Date	06-30-2023
Service Address #1	800 Eagle Dr, Argyle TX 76226
Service Address #2	1741 Old Justin Rd, Argyle, TX 76226
Number of 50K Circuits	1
Total Construction Fee	\$ 50,000
Monthly Maintenance Fee	\$ 200

*By signing below, I acknowledge that I have read the Internal Connectivity Service Agreement, I accept this Agreement, and that I am authorized to sign on behalf of the LEA.
I acknowledge that this construction is contingent on E-rate funding approval and that if funding is denied, the non-discounted construction fee of \$275,000 will be payable by Argyle ISD.*

Authorized District Representative _____
Signature

Printed Name _____
Date

ESC Region 11 Executive Director _____
Signature

Dr. Clyde Steelman

Date

ESC Region 11 Deputy Executive Director _____
Signature

Mr. Rory Peacock

Date

Argyle ISD
Capital Projects Payment Request
9-Jul-19

Vendor	Description	Amount
D&S	Construction Materials Testing Services	9,714.00
	Transportation Center Parking Lot	
2017 Bond Funds Budget		9,714.00

ARGYLE ISD
Budget Amendment
10-Jul-19

General Fund - 199

Revenue

Code	Description	Current Budget	Amendment #5	Proposed Budget
5711	Current Property Taxes	22,690,000		22,690,000
5712	Prior Year Taxes	325,000	(100,000)	225,000
5719	Penalties - Interest	150,000	(40,000)	110,000
5739	Tuition and Fees	75,000		75,000
5742	Interest Income	60,000		60,000
5743	Rental Income	87,500		87,500
5743.01	Gas Revenue	6,000		6,000
574302	Baseball/Softball Rental	1,000		1,000
5744.1	Trainer	80,000		80,000
5744.27	Donations AEF	165,000		165,000
5744.29	Baseball Park Elec Reimb	5,000		5,000
5745	Insurance Recovery	180,000		180,000
5749	Other Revenues	5,000	35,000	40,000
5752	Athletic Gate Receipts	70,000		70,000
5752.01	Athletic Tournament Fees	10,000		10,000
5752.02	Season Ticket Revenue	35,000		35,000
5752.03	UIL Academic Revenues	4,000		4,000
5753.01	UIL Participation Fees	75,000		75,000
5811	Per Capita Apportionment	1,145,000		1,145,000
5812	Foundation School Program	1,695,000	210,000	1,905,000
5820	Pre K	1,500		1,500
5831	TRS On-Behalf	1,170,000		1,170,000
5931	SHARS	88,000	13,500	101,500
5939	Federal Flood Control	2,000		2,000
Total Revenue		28,125,000	118,500	28,243,500

ARGYLE ISD
Budget Amendment
10-Jul-19

General Fund - 199
Expense

Function	Description	Current Budget	Amendment #5	Proposed Budget
11	Instruction	15,497,325	51,850	15,549,175
12	Media	395,019	700	395,719
13	Curriculum	119,056		119,056
21	Instructional Leadership	218,796		218,796
23	School Leadership	1,619,749	(700)	1,619,049
31	Guidance and Counseling	643,589	(2,250)	641,339
33	Health Services	342,338		342,338
34	Student Transportation	1,261,729		1,261,729
35	Child Nutrition	35,458		35,458
36	Co-Curricular Activities	1,498,543	5,400	1,503,943
41	General Administration	1,230,152		1,230,152
51	Maintenance and Operation	3,006,620		3,006,620
52	Security	255,817		255,817
53	Data Processing	694,709		694,709
81	Facilities Acq/Construction	212,500		212,500
91	Chapter 41 Payment	315,000		315,000
93	Payments for Shared Services	590,000	35,000	625,000
99	Intergovernmental	188,600		188,600
Total Expense		28,125,000	90,000	28,215,000
Total Revenue		28,125,000	118,500	28,243,500
Total Expenditures		28,125,000	90,000	28,215,000
Balance		-	28,500	28,500

ARGYLE ISD
Budget Amendment
10-Jul-19

Technology 1:1 Fund - 196

Revenue

<u>Code</u>	<u>Description</u>	<u>Current Budget</u>	<u>Amendment #5</u>	<u>Proposed Budget</u>
5753	Technology Fees	100,000		100,000
Total Revenue		100,000	-	100,000

Expense

<u>Function</u>	<u>Description</u>	<u>Current Budget</u>	<u>Amendment #5</u>	<u>Proposed Budget</u>
11	Instruction	100,000	50,000	150,000
Total Expense		100,000	50,000	150,000
Balance		-	(50,000)	(50,000)

ARGYLE ISD
Budget Amendment
10-Jul-19

Child Nutrition Fund - 240

Revenue

Code	Description	Current Budget	Amendment #5	Proposed Budget
5742	Interest Income	2,000		2,000
5751	Food Service Revenue	1,269,000	75,500	1,344,500
5829	State Prog Revenue	3,000		3,000
5921	Breakfast Program	20,000	5,000	25,000
5922	Lunch Program	74,000	19,000	93,000
5923	USDA Donated Commodities	25,000		25,000
Total Revenue		1,393,000	99,500	1,492,500

Expense

Function	Description	Current Budget	Amendment #5	Proposed Budget
35	Child Nutrition	1,393,000	99,500	1,492,500
Total Expense		1,393,000	99,500	1,492,500
Balance		-	-	-

ARGYLE ISD
Budget Amendment #5
2018-2019

General Fund - 199

Account	Description	DR	CR
5712	Prior Year Taxes		100,000
5719	Penalties - Interest		40,000
5749	Other Revenues	35,000	
5812	Foundation School Program	210,000	
5931	SHARS	13,500	
11	Instruction		51,850
12	Media		700
23	School Leadership	700	
31	Guidance and Counseling	2,250	
36	Co-Curricular Activities		5,400
93	Payments for Shared Services		35,000
3700	Budgetary Fund Balance		28,500
Totals		261,450	261,450

Reduce tax revenues to match end of year estimates and increase other revenues and state revenues for updated projections. The smaller expenditure changes are for changes in the high school budget but are contained within their budget. Increase instruction for additional substitute costs above estimates and increase payments to the special education cooperative for their latest budget estimate.

Child Nutrition - 240

Account	Description	DR	CR
5751	Food Service Revenue	75,500	
5921	Breakfast Program	5,000	
5922	Lunch Program	19000	
35	Child Nutrition		99500
Totals		99,500	99,500

Increase revenue and expense estimates to include increase sales and associated food costs.

Tech 1:1 - 196

Account	Description	DR	CR
11	Instruction		50000

3700 Budgetary Fund Balance

50000

Increase instruction function in tech 1:1 fund for purchase of additional chromebooks for growth.

Argyle ISD

Argyle West Elementary



Lee Lewis
Construction, Inc.



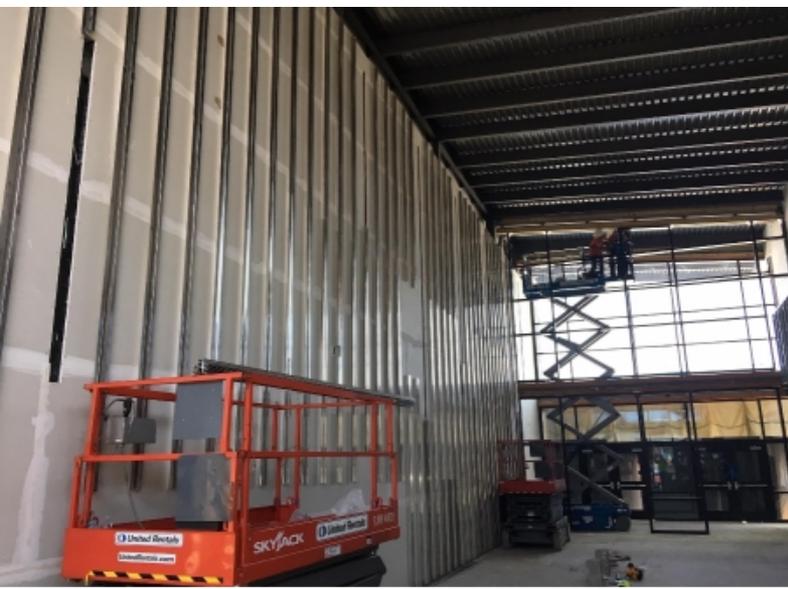


Construction Update

80

- Segment A:
 - Gym : Wood flooring has been installed. Sanding and painting the court lines are in progress.
 - Kitchen: Epoxy flooring materials are being installed. Food Service equipment installation to follow.
 - Cafetorium: Painting and Ceramic Tile is complete. Stage curtains and flooring to follow.
- Segment B & C:
 - Admin: Carpet tile and ceiling tile are complete. Final coat of paint being applied.
 - Classrooms: Wall tile and carpet tile complete. Ceiling tile being installed. LVT and ceramic floor tile being installed. Elevator has been installed. Pre-Inspection check list being addressed.
- Segment D:
 - 1st Floor: Ceramic wall tile complete; ceiling grid and lights installed; carpet tile complete.
 - 2nd Floor: Ceramic wall tile complete; ceiling grid and lights installed; carpet tile being installed; ceramic floor tile being installed.
- Library:
 - Exterior framing and sheathing complete; Interior wall framing and insulation complete; ceiling gyp board ceilings in progress; masonry progressing.
- Site:
 - Sidewalks and top soil are being installed.







UPDATES ON HANDBOOK for HILLTOP

Names changed to include (Mrs. Murphy, Mrs. George, Mr. Ball, Mrs. Williams, Mrs. Steeber, Dr. Wright)

Argyle ISD and Hilltop replace “the school” or “the district

42 I added cell phones and laptops are not to be used unless students have permission from the principal.

58 Same as last year, the passing expectations for Kinder is based on mastery of kinder standards. Parents are allowed to request retention in kinder only for maturation purposes in kinder. Grades 1-3 continue to be a 70 or better in Math, ELA, and Reading.

59 I added that progress reports (showing student is making 70 or below) will be signed by the parent and returned within three days to assure the parent has been notified.

59 Report cards are shared with parents electronically.

Hilltop Elementary Student Handbook

2019–20 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at mmurphy@argyleisd.com.

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Hilltop Elementary

The Eagle Promise

I will do what's right;

I will do my best;

I will show others I care.

Mission Statement

Hilltop Elementary nurtures the development of confident learners through meaningful relationships, community support, and parental involvement. We prepare our students to be responsible and successful while adapting to an ever changing world.

Mrs. Murphy, Principal

Mrs. George, Assistant Principal

Mr. Ball, Counselor

Mrs. Mushinski, Administrative Assistant

Mrs. Austin, Receptionist

Mrs. Wickstrum, Registrar

Mrs. Randall, Nurse

Preface

Parents and Students:

Welcome to the new school year!

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

The Hilltop Elementary Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

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

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

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

Therefore, parents and students should become familiar with the Argyle ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.argyleisd.com. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

For questions about the material in this handbook, please contact mmurphy@argylesid.com.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- [Acknowledgment Form **Or** Acknowledgment of Electronic Distribution of Student Handbook],
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office), and an unofficial electronic copy is available at Hilltop Office.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the principal at mmurphy@argyleisd.com

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,

- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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

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

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

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages;

And/Or

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages;

And/Or

The employee is required to send a copy of the text message to the employee's district email address.

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

Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- 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.)

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district has identified the following as directory information: Student's name, address, telephone listing, photographs, honors and awards received, grade level, enrollment status, last school attended, participation in officially recognized activities and sports, weight and height of athletic teams. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,

- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page .

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

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

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

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

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

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

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any non-emergency, 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 spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

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

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

[See policy EHBK(LEGAL).]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

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

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

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, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

- A parent may review his or her child's 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 school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

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

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

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;

- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

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

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

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

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

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

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

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

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

- When district officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);

- A 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 to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page .]

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

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

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

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

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 800 Eagle Drive, Argyle, TX, 76226.

The address of the principal's office is: 1050 Harrison Ln, Argyle, TX, 76226..

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

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

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.argyleisd.com.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
 - Called to active duty,
 - On leave, or
 - Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

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

Safety Transfers / Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

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

[See **Bullying** on page , and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if

the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her child to another district campus (Argyle West) if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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

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

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

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page , **Course Credit** on page , and **A Student in Foster Care** on page for more information.]

A Student Who Is 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page , **Course Credit** on page , and **Homeless Students** on page for more information.]

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Peggy Ashley at pashley@argyleisd.com

Section 504 Referrals

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

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Michael Ball at mball@argyleisd.com

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

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

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

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

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See policy FB.]

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

Section II: Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact Adrienne Austin at 940-464-0564

Absences / Attendance

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

State law requires that a student between the ages of 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.

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

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

As listed in Section I at **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. [See page .]

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is Chief Cairney. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other Mrs. George, Assistant Principal, Hilltop Elementary.

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

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

[See policies FEA(LEGAL) and FED(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.

- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- 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 or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day at 9:00 a.m./p.m., which is during the second instructional hour as required by state rule.

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

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 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.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. 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 to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Accountability under State and Federal Law (All Grade Levels)

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

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

This information can be found on the district's website at www.argyleisd.com. Hard copies of any reports are available upon request to the district's administration office.

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

Bullying (All Grade Levels)

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

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. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by notifying campus administration.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of 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 the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page .]

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).

[See **Safety Transfers/Assignments** on page , **Dating Violence, Discrimination, Harassment, and Retaliation** on page , **Hazing** on page , policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

Birthdays for all students will be celebrated once a month organized by the grade level teachers. Parents and room moms will be notified about the procedures.

[See **Food Allergies** on page .]

Child Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.argyleisd.com. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page .]

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

- [Child Welfare Information Gateway Factsheet](#) (pdf)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Communications—Automated

Emergency

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

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

Non-emergency

Hilltop will request that you provide contact information, such as your phone number and email address, 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 your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, 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. [See **Safety** on page for information regarding contact with parents during an emergency.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.argyleisd.com. A copy of the complaint forms may be obtained in the principal's or superintendent's office or on the district's website at www.argyleisd.com.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

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 as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has 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 listed below:

- Kris George, Hilltop Elementary
- Kristen Haynes, Argyle Intermediate
- Brady Bell, Argyle West Elementary
- Trevor Baker, Argyle Middle School
- Christy Keck, Argyle High School

Deliveries

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

Disruptions of School Operations

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

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

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should send a note requesting a meeting. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** on page , **Suicide Awareness and Mental Health Support** on page , and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page .]

Credit by Examination

If a Student Has Taken the Course / Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score 80% or better as determined by Mrs. Steeber, Assistant Superintendent.

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

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement / Acceleration

If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2019–20 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the

testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

Students in Grades 1–5

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

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

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, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office www.argyleisd.com. [See policy FFH.]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family

members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault;

threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

Discrimination

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

Distance Learning

All Grade Levels

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

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

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

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

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

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor.

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

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 1 copy of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

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

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

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool 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 for prior review. The superintendent 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 or GF.]

The superintendent has designated the front office as the location for approved non-school materials to be placed for voluntary viewing or collection.

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 nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Students are not to wear any clothing or apparel that:

- is considered unsafe, dangerous or a health hazard;
- contains offensive or obscene symbols, songs, slogans, or words degrading any gender, cultural, religious or ethnic values;
- contains language or symbols oriented toward violence, sex, drugs, alcohol, or tobacco.

Any attire or grooming disruptive to the instructional process which may include, but is not limited to:

- bare midriffs
- halter tops, tank tops, sheer or see-through blouses, spaghetti straps (straps over the shoulders should be three fingers wide)
- short shorts or extremely short skirts (extreme is defined as at or above fingertips when arms are at your side)
- tight or revealing clothing-leggings must be worn with a shirt or top that covers the behind
- clothing that allows underwear to be exposed
- caps, hats, headbands (boys), sunglasses, nose rings, earrings for males
- pants will be worn at the natural waistline
- tattered or frayed clothes with holes in them

The following grooming practices are considered **inappropriate** for school or school related activities:

- boys' hair with ponytail, rat-tail or braids (designed to disguise length)
- bangs or hair obstructing vision at any time
- unnatural hair colors of any type
- unusual or outlandish hairstyles (mohawks or designs cut into the hair)

The final decision in determining appropriate school dress and appearance shall rest with the principal.

Hilltop dress code guidelines will be enforced at all school functions. An example of school functions that these guidelines will pertain to is as follows:

- school festivals
- field day
- physical education class
- field trips
- school sponsored activities

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

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

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

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

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

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, cell phones, laptops, or other electronic devices at school, unless prior permission has been

obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

English Learners (All Grade Levels)

A student who is an English 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 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.

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.

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

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

Extracurricular Activities, Clubs, and Organizations

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

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. [See **Transportation** on page .]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music

activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Hazing (All Grade Levels)

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

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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

[See **Bullying** on page and policies FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

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

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

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

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

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and

washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention \(CDC\)](#), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page for more information.]

Food Allergies (All Grade Levels)

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.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.argyleisd.com.

[See policy FFAF and **Celebrations** on page .]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

Temporary Restriction from Participation in Physical Education

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

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page for additional information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

Argyle Independent School district 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 Rynn Randall with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. [See policies at CO and FFA.]

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Tommy Ledford, the district's designated asbestos coordinator, at 940-464-7241.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Tommy Ledford, the district's IPM coordinator, at 940-464-7241.

Homeless Students (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, Holly Williams, at 940-464-0564.

[See **Students Who Are Homeless** on page .]

Homework (All Grade Levels)

Homework assignments help to develop many valuable skills, including good study habits, time management, responsibility, and perseverance. It is not used to punish or be redundant. Teachers will assign homework that fosters individual learning and growth and that is appropriate for the subject area. If a student or parent has questions about homework, contact the teacher who assigned it.

Illness

[See **Student Illness** under **Health-Related Matters** on page .]

Immunization (All Grade Levels)

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

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#).]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, 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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred

prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** .]

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

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

In-School Suspension (ISS) Makeup Work (All Grade Levels)

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

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

Psychotropic Drugs

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

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Argyle Independent School District does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Deana Steeber, Assistant Superintendent of Curriculum and Instruction, 800 Eagle Dr., Argyle, TX, 76226, 940-464-7241.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Deana Steeber, Assistant Superintendent of Curriculum and Instruction, 800 Eagle Dr., Argyle, TX, 76226, 940-464-7241.
- All other concerns regarding discrimination: See the superintendent, Dr. Telena Wright, 800 Eagle Dr., Argyle, TX, 76226, 940-464-7241.

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (All Grade Levels)

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 and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** .]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 940-464-0564 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page .]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** .]
- Participating in campus parent organizations. Parent/ Outreach organizations include: PTA, Watch DOGS, Room Moms, Grandparent Volunteers, or community PALS.
- 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.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page .]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

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

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

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

[See policy EC for more information.]

Prayer

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, 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.

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. If a child does not pass, there will be a committee meeting to determine the best option for the student. Parents are included in this meeting.

Elementary

In kindergarten, promotion is based on mastery of the standards. After the first year in kindergarten, parents are allowed to request their child be retained for maturation purposes.

In grades 1 through 3 promotion is based on two semesters of mastery of 70 or above in core content (English Language Arts, Reading, Math).

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.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, 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. Again, instructional programming, will be determined with a committee, including the parents to assure the student receives the best academic and emotional support.

Report Cards / Progress Reports and Conferences

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

At the end of the first three weeks of the grading period, parents will receive a progress report if their child's performance English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal 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.

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

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

Unsatisfactory progress reports must be signed by the parent and returned to the school within three days. AISD uses an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Safety

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

- Avoid conduct that is likely to put the student or others at risk.

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

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

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 may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent 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

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: School Messenger, school and district webpages, Facebook, Twitter, email.

School Facilities

Use by Students Before and After School

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

The following areas are open to students before school, beginning at 7:00 a.m.

- Cafeteria
- Gym

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time

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

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

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

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Library

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

School-sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page for more information.]

Special Programs

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students

diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Deana Steeber, Assistant Superintendent of Curriculum and Instruction, 940-464-07241.

Standardized Testing

STAAR

(State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- 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 for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page for additional information.]

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Students in Foster Care

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Holly Williams, who has been designated as the district's foster care liaison, at 940-464-0564 with any questions.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

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

Transfers

The principal is authorized to transfer a student from one classroom to another.

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. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another

adult designated by the parent. [See **School-sponsored Field Trips** on page for more information.]

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 stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Transportation at 940-464-7241.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

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 and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal. [See EHBAF(LOCAL).]

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 main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact Karen Mushinski at kmushinski@argyleisd.com or Adrienne Austin at aaustin@argyleisd.com for more information and to complete an application.

Withdrawing from School

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to 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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire 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.

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

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be

measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to 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.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. 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.

TAC stands for the Texas Administrative Code.

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

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

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

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Home/Index/390> Below is the text of Argyle ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on **[board adoption date]**

Posted Below:

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or

designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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Argyle West Elementary



Parent & Student Handbook 2019-20

800 Eagle Drive
Argyle, Texas 76226
940-464-7241

Renee Funderburg, Principal
Brady Bell, Assistant Principal
Marjorie Edge, Counselor

Daily Schedule

First bell rings at 7:30 and school starts at 7:40 A.M. Dismissal is at 3:00 P.M.

PKth grade lunch will take place from 10:45 – 11:10 followed by recess 11:10 – 11:40.

Kth grade lunch will take place from 11:15 – 11:45 followed by recess 11:45 – 12:15.

1st grade lunch will take place from 10:30 – 11:00 followed by recess 11:00 – 11:30.

2nd grade lunch will take place from 12:15 – 12:45 followed by recess 12:45 – 1:15.

3rd grade lunch will take place from 12:45 – 1:15 followed by recess 1:15 – 1:45.

4th grade lunch will take place from 11:45 – 12:15 followed by recess 12:15 – 12:45.

5th grade lunch will take place from 11:00 – 11:30 followed by recess 11:30 – 12:00.

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Argyle West Elementary

Mission Statement

Argyle West Elementary will provide an educational foundation that empowers ALL students to fulfill their unique potential by instilling a love of learning, fostering positive relationships, and developing well-rounded citizens.

The Eagle Promise

I will do what's right.

I will do my best.

I will show others I care.

Holiday and Special Events

This page is to help students and parents plan for upcoming special events and programs that occur throughout the school year. Review this page carefully so that you and your child are informed of what AIS does or does not permit on holidays and special events.

Birthdays: We encourage parents to eat lunch with their child to celebrate his/her birthday. Please remember that you **cannot** bring food or treats to other students at school. We do not send balloons, flowers, etc. to classrooms for birthdays. Birthday celebration policies will vary based on grade level. Please contact home room teacher for more details.

September

- Grandparents Week: September 9-13
- Fall Book Fair September 23-27
- Conference Day September 30
- Homecoming - AIS supports Homecoming festivities during our Spirit Week. We believe that some celebrations should be reserved for MS and HS students. Because of this belief students will not be allowed to wear mums at school.

However, we will be having numerous activities to encourage school spirit.

October

- Fall Picture Day: October 11
- Red Ribbon Week- Activities to be announced (September 28- Nov 1)
- Spirit Week (Homecoming) – Activities to be announced.
- Halloween-Students may dress up for this holiday. No skulls and crossbones, faces must be visible, no guns, swords, or items that are threatening. No other props allowed.

November

- Veteran's Day Program: November 11
- Class Picture Day: November 14 (Individual Picture Make-up)

December

- Christmas Parties – Each grade level will have their own party on separate days. The grade level will determine activities.

February

- Valentine's Day-Students will be given an opportunity to exchange Valentine's.

April

- Field Day: April 17
- Open House/Art Show (Pk-2): April 21 - Open House/Art Show (3-5): April 23
- Forest Glen Chaperone Meeting (4th Grade Chaperones) April 23

May

- 4th Grade Forest Glen: May 13-15

Preface

To Students and Parents:

Welcome to the 2019-20 school year! 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 Argyle West Elementary School Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—Parental Rights—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—Other Important Information for Students and Parents—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Argyle 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 on the district’s website at www.Argyleisd.com and is available in hard copy upon request.

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

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

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify

provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

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

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information.]

NOTE: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.argyleisd.com.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Argyle West Elementary School. 1741 Old Justin Rd., Argyle, TX 76226.

www.Argyleisd.com (940)464-7241

Section I: Parental Rights

This section of the Argyle West Elementary School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Display a Student's Original Works and Personal Information

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

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

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;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See **Video Cameras** on page for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. 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.

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

Communication with students electronically only occurs through chromebooks via student school email or through broadcast type communication that does not allow return communication from students.

If you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

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

However, a parent or eligible student may object to the release of a student's directory information. This objection can be made through filling out district FERPA form at registration.

Also review the information at **Authorized Inspection and Use of Student Records** .

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

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 included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

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

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—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.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

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).]

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

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. **Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any non-emergency, 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.]

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

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

Human Sexuality Instruction

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

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

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

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

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. 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).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, 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 policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

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

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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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.

Student Records

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** , are:

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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

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

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

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a 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 to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these

records. The address of the superintendent's office is 800 Eagle Drive. Argyle, TX 76226. (940) 464-7241.

The address(es) of the principals' offices are: 800 Eagle Drive. Argyle, TX 76226. (940) 464-5100.

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

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

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or at www.argyleisd.com.

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

Teacher and Staff Professional Qualifications

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 of 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.

Students with Exceptionalities or Special Circumstances

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- 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 classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying** , policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

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.

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

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

- Assist the student with the completion of any applications for admission or for financial aid;

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

[See also **Credit by Examination for Advancement/Acceleration** , and **Students in Foster Care** for more information.]

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.

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

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

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

[See also **Credit by Examination for Advancement/Acceleration** , and **Homeless Students** for more information.]

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is *Renee Funderburg* at 940-464-5100.

Section 504 Referrals

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is *Marjorie Edge* at 940- 464-5100.

[See also **Students with Physical or Mental Impairments Protected under Section 504** on page 21.]

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

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

· [Texas Project First](#)

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

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies

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

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

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary 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.

Students with Physical or Mental Impairments Protected Under Section 504

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

[See also **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 19 for more information.]

Absences/Attendance

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

Compulsory Attendance

Between Ages 6 and 19

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.

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

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the

appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and

- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **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. [See page for that section.]

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Between Ages 6 and 19

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 assistant principal, Brady Bell. 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.

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

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

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.

- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day at 9:30 A.M., which is during the second instructional hour as required by state rule.

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

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence within 3 days. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

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

Pre-planned Absences

No classwork will be given prior to extended absences. In order to request permission to have make-up class work when they return as a result of an absence caused by an obligation other than those listed above, a student must have the AISD Special / Pre-planned Absence Request form completed and approved prior to the absence. Please submit this form to the principal 5 days prior to the planned absence in order to allow time for review. The process of approving this special request absence will include the consideration of attendance in class, grades, and

other extenuating circumstances. Absences will not be granted during state mandated assessments. Each student may only be granted 5 days per school year. A student must be in attendance

90% of the school year. A planned absence causing a student to be in attendance less than 90% of the school year would be cause to deny this request. The AISD Special / Pre-planned Absence Request Form can be obtained from the school office or on the Argyle West Elementary campus website.

Personal Illness

When a student's absence for personal illness exceeds three consecutive days, the principal or attendance committee may require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student's extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances.

A valid medical excuse should give the date and time of the medical appointment and provide exact dates that the student must be absent from school. For students returning to school with medical restrictions, the note should contain a beginning and ending date for the restrictions and give specific orders regarding restricted activities.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances. A medical excuse may be obtained by bringing the student to the nurse's office at Argyle West Elementary for examination

when a doctor's visit is not possible. Students must be in attendance 90% of the days that school is offered to be eligible for promotion to the next grade. Parents may request classwork for students that are absent due to illness.

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

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. A PHONE CALL IS **NOT** SUFFICIENT DOCUMENTATION OF STUDENT ABSENCES. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

For student safety reasons, we still request that you call or e-mail Mrs. Sue Tapp (stapp@argyleisd.com) to inform us of absences, but you must follow up with a written note. After the student has missed 5 days for planned absences that are not due to illness, medical appointments, funerals of immediate family members or school sponsored trips, no further excused planned absences will be granted. Unexcused absences will result in a maximum grade of 70 for assignments missed due to unexcused absences.

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.

[See policy FEC(LOCAL).]

Accountability under State and Federal Law (All Grade Levels)

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

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

This information can be found on the district's website at www.argyleisd.com. Hard copies of any reports are available upon request to the district's administration office.

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

Bullying (All Grade Levels)

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

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. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances.

Disciplinary or other action may be taken even if the conduct did not rise to the level of 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. [See **Safety Transfers/Assignments** .]

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

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

[See **Safety Transfers/Assignments** , **Dating Violence, Discrimination, Harassment, and Retaliation** , **Hazing** , policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** .]

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

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any

sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 1](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 2](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Communications—Automated

Emergency

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

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

Non-emergency

Your child's school will request that you provide contact information, such as your 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 your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, 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. [See **Safety** for information regarding contact with parents during an emergency situation.]

Complaints and Concerns/Chain of Command (All Grade Levels)

Usually parent complaints or concerns can be addressed informally by a phone call, email, or a conference with the teacher. For additional concerns, those can be directed to the assistant principal or principal after initially being addressed with the teacher. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or online at www.argyleisd.com

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, each campus has 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 West Elementary campus behavior coordinator(s) are listed below:

- Renee Funderburg, Principal
- Brady Bell, Assistant Principal

Argyle West Code of Conduct

The purpose of the Argyle West Code of Conduct is to provide students in Argyle West School an effective and safe learning environment. Included in the Code of Conduct are prohibited behaviors and consequences for behaving in a prohibited manner.

A number of factors must be considered in determining the degree of disciplinary action to be taken. Among these factors is the severity of the misbehavior, the age of the student, and the student's disciplinary history.

Parents will be contacted by phone or in writing when students are facing disciplinary action as outlined in the Code of Conduct. Parents may be invited to observe their students in the classroom and /or invited to attend a conference with the principal and/or teacher for the purpose of devising a disciplinary and behavioral correction plan. Student support services, as well as punishment, may be used to address misbehavior.

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code of Conduct, the principal or designee may undertake corrective

measures which he or she believes to be in the best interest of the student and the school provided such action does not violate school board policy or procedures or state and/or federal laws.

Prohibited Behavior

1. Fighting and or Bullying;
2. Vandalism of school property or student property;
3. Physical contact that is inappropriate;
4. Using cell phone to call, text, or transmit any information during the school day;
5. Using or having possession of tobacco or any smoking items;
6. Using inappropriate language, written or spoken;
7. Dishonesty;
8. Verbally or physically abusing teachers, administrators, students, or any other person including but not limited to acts of sexual harassment, threats or intimidation;
9. Damaging school property or the property of others;
10. Using, possessing giving away, or selling any illegal drugs or alcoholic beverages;
11. Damaging or setting off a fire alarm (except in cases of fire on school premises);
12. Committing any criminal act;
13. Leaving a class or the school without permission;
14. Behavior that interferes with learning, including disrespect and failure to follow reasonable directions;
15. Breaking any school or school system rule;
16. Throwing objects on school property;
17. Distribution and/or use, access, upload, download of inappropriate materials on the Internet.
18. The sale, give-away, barter, exchange or distribution of any food, non-prescriptive or prescriptive drugs, material, substances, toys, or other personal belongings without the expressed consent of the principal or the principal's designee.

Responses to Misbehavior

A student whose behavior shows disrespect for others, including interference with learning and a safe environment, will be subject to disciplinary action.

Warning/reprimand: Students will be warned that they may be punished if the misbehavior continues.

1. Detention – Lunch and/or Recess and parent contact
2. After School Detention – Last attempt before a formal office referral

3. Isolation: Students will be removed from the regular classroom to another location at the school (ISS)/parent contact
4. DAEP: Students will attend school at the DAEP center in Sanger for 10 or more days.
5. Expulsion: Students will be expelled from school beyond the end of the current semester.

Although generally progressive in nature, punishment must be appropriate for the misbehavior and must be age appropriate. Principals have the latitude of assigning punishment in relation to the misbehavior. **For example, students who engage in more serious acts of misbehavior such as fighting or committing an illegal act are not automatically entitled to a warning before any other disciplinary action is taken.**

While field trips are designed to enhance the learning experiences of students, they are considered privileges. Student misconduct may result in the loss of field trips. Students and parents will be notified in advance if such loss may be in jeopardy and students will be given appropriate time to correct behaviors. Students will still be expected to attend school if a field trip is denied.

Students who deface or destroy school property willfully, maliciously, or carelessly will be charged with the full amount of damage in addition to the disciplinary procedures outlined in the Code of Conduct.

Argyle West Elementary School is committed to providing a school that is physically and emotionally safe for all students and faculty members. We believe setting high expectations for behavior is a key component to establishing a safe learning and working environment. All students will be treated with respect and dignity, and entitled to due process prior to a consequence being determined.

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.

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

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.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events. **Background checks are required before being approved as a chaperone.**

Counseling

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact Marjorie Edge. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** and **Suicide Awareness and Mental Health Support** .]

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

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. A copy of the district's policy is available in the principal's office and in the superintendent's office www.argyleisd.com. [See policy FFH.]

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes,

name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district

may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

Discrimination

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

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

School Materials

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

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

Non School Materials

From Students

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

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any

district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal 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 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 (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Students are not to wear the following:

1. Any clothing or apparel that:
 - a. Is considered unsafe, dangerous or a health hazard
 - b. Contains offensive or obscene symbols, songs, slogans, or words degrading any gender, cultural, religious or ethnic values
 - c. Contains language or symbols oriented toward violence, sex, drugs, alcohol or tobacco
2. Any attire or grooming disruptive to the instructional process, which may include, but is not limited to:
 - a. Bare midriffs

- b. Halter tops, tank tops, sheer or see-through blouses, spaghetti straps (straps over the shoulders should be 3 fingers wide)
- c. Short shorts or extremely short skirts (extreme is defined as at or above middle knuckles when arms are at your side). Skirts should be 3 inches below the middle knuckles.
- d. Tight or revealing clothing – leggings must be worn with a shirt or top that covers the behind.
- e. Clothing that allows undergarments to be exposed
- f. Caps, hats, headbands (boys), sunglasses, nose rings, earrings for males
- g. No roller blades, skates, tennis shoes with skates built in
- h. Hairstyles or haircuts that are a distraction to the learning process
- i. Pants will be worn at the natural waistline
- j. Tattered or frayed clothes with holes in them
- k. Fake tattoos should not be visible

The following grooming practices are considered **inappropriate** for school and school related activities:

1. Boy's hair with ponytail, rat-tail, or braids (designed to disguise length).
2. Bangs or hair obstructing vision at any time.
3. Unnatural hair colors of any type.
4. Unusual or outlandish hairstyles (mohawks, or designs cut into the hair)

The final decision in determining appropriate school dress and appearance shall rest with the principal. The administration reserves the right to change the dress code as needed.

The Argyle West Elementary School dress code guidelines will be enforced at all school functions. An example of school functions that these guidelines will pertain to is as follows:

- School Festivals
- Field Day
- Physical Education Class
- Field Trips
- School Sponsored Activities

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

Please do not text your student during the day. If you need to get them a message, please contact the office.

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

Consequences for the student not following the policy are as follows:

1. For the first offense, the device shall be removed from the student's possession. The student may take possession of the device from the principal or designee at the conclusion of the school day.
2. For the second offense, the device shall be removed from the student's possession. A parent or guardian may take possession of the device after meeting with the principal or designee.
3. A third offense shall be considered consistent misbehavior and shall be treated such under the Student Code of Conduct. A parent or guardian may take possession of the device after meeting with the principal or designee and paying a \$15 administrative fee.

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

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

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

Possession and Use of Other Personal Electronic Devices

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

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

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school

property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

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.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the

English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships 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. [See **Transportation** .]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

Standards of Behavior

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

Fees (All Grade Levels)

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.
- Chromebook damaged caused by student.
- Voluntarily purchased pictures, publications, yearbooks, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.

Fundraising (All Grade Levels)

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

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

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

Hazing (All Grade Levels)

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

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

[See **Bullying** and policies FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

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

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

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

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

Exclusions from school

A student may return to school after being excluded for a communicable disease by submitting a physician's note stating the student does not currently have signs and symptoms of a

communicable disease or that the disease is not communicable in a school setting (25 Texas Administrative Code §97.7(d) or by readmission criteria established by the commissioner of health (spelled out below). The criteria for exclusion and readmission for communicable conditions are listed below and can be found at 25 Texas Administrative Code §97.7(b).

1. Amebiasis - exclude until treatment is initiated
2. Campylobacteriosis – exclude until diarrhea and fever subside
3. Chickenpox (varicella) – exclude until after seven days from onset of rash, except in the case of immunocompromised individuals who should not return until all blisters have crusted over (may take longer than seven days)
4. Common cold (corona virus) – exclude until fever subsides

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5. Conjunctivitis, bacterial and/or viral – exclude until written permission and/or permit is issued by a physician or local health authority.
6. Fever – exclude until fever subsides
7. Fifth disease (erythema infectiosum) – exclude until fever subsides.
8. Gastroenteritis- exclude until diarrhea subsides 24 hours.
9. Giardiasis – exclude until diarrhea subsides 24 hours
10. Head lice (pediculosis) – exclude until one medicated shampoo or lotion treatment has been given.
11. Hepatitis, viral, Type A – exclude until one week after most onset of illness
12. Impetigo – exclude until treatment has begun
13. Infectious mononucleosis – exclude until physician decides or fever subsides
14. Influenza – exclude until fever subsides
15. Measles (rubeola) – exclude until four days after rash onset. In the case of an outbreak, unimmunized children should be also excluded for at least two weeks after last rash onset occurs.
16. Meningitis, bacterial – exclude until written permission and/or permit is issued by a physician or local health authority.

17. Meningitis, viral – exclude until all fever subsides
18. Mumps- exclude until nine days after onset of swelling
19. Pertussis (whooping cough)- exclude until completion of five days of antibiotic therapy.
20. Ringworm of the scalp – exclude until treatment as begun.
21. Rubella (German measles)- exclude until seven days after rash onset. In the case of an outbreak, unimmunized children should be excluded for at least three weeks after last rash onset occurs.
22. Salmonellosis – exclude until fever and diarrhea subsides.
23. Scabies – exclude until treatment has begun.
24. Shigellosis – exclude until fever and diarrhea subsides.
25. Streptococcal sore throat and scarlet fever – exclude until 24 hours from the time antibiotic treatment was begun and fever subsides.
26. Tuberculosis, pulmonary – exclude until antibiotic treatment has begun and a physician’s certificate or health permit obtained.

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting,

discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get more information?

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

about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, [Centers for Disease Control and Prevention](#), and the Department of State Health Services, [Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** for more information.]

Food Allergies (All Grade Levels)

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.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment.

Parents are allowed to bring outside food for their student at lunch. However, because we have so many students in the school that may have severe allergies to certain food products, you may not bring food for anyone other than your own child. Students may not share or swap their food at lunch.

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

[See policy FFAF and **Celebrations** .]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 6 meetings. Additional information regarding the district's SHAC is available from the school nurse: Kris Wildeveld.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

Argyle 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.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded.

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Tommy Ledford at (940) 464-7222

Homeless Students (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

For more information on services for homeless students, contact the district's homeless education liaison, Deana Steeber, at 800 Eagle Drive. Argyle, TX 76226 (940) 464-7241

[See **Students Who Are Homeless** .]

Homework (All Grade Levels)

[See **Homework Policy**]

Illness

[See **Student Illness** under **Health-Related Matters** .]

Immunization (All Grade Levels)

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

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#).]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, 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 immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent,

or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

All clothing and other personal items should be labeled with your child's name. Lost Articles will be placed in lost and found. Unclaimed items will be donated to charity at the end of the school year.

Do not send baseball bags, sport gloves and other equipment to school with your child for after-school, non-school sponsored activities. These items are valuable and we cannot be responsible for their safety. We do not have room in the office area to store such items. Anything brought to school which does not have an educational purpose, may be taken up and kept in the Principal's office. These items will be returned to students at the end of each week.

Makeup Work

Makeup Work Because of Absence

Make up work will not be given prior to a pre-planned absence or vacation. Make up work will be provided when students are out for extended illnesses. You may call the office to schedule a time to pick up the work. Students are responsible for obtaining any missed work and for completing the make-up work in a satisfactory manner. They will be given one day for every day they were absent to turn in the make-up work. This excludes projects since they already have extended time. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

If a student is absent on the due date for an assignment or project, and was at school at the time the assignment was given, then it is expected the student will have the project and or assignment upon their return. Otherwise, the student's grade may fall under the late work policy.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

In-School Suspension (ISS) Makeup Work (All Grade Levels)

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

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

Psychotropic Drugs

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

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Argyle ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: **Title IX Coordinator, for concerns regarding discrimination on the basis of sex:**

Dr. Telena Wright

800 Eagle Drive

Argyle, TX 762265

(940)-464-7241

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

Deana Steeber

800 Eagle Drive

Argyle, TX 762265

(940)-464-7241

All other concerns regarding discrimination: See the superintendent,

Dr. Telena Wright

800 Eagle Drive

Argyle, TX 762265

(940)-464-7241

- [See policies FB, FFH, and GKD.]

Nontraditional Academic Programs (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Working Together

A child's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. 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. Be sure your child 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. Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child. Monitor your child's academic progress and contact teachers as needed.

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 at 940-464-5100 for an appointment. A teacher will usually return your call or meet with you during his or her conference period or at a mutually convenient time before or after school.

Becoming a school volunteer. For further information, contact the office.

Participating in campus parent organizations. Parent organizations include: PTA and the Watch Dog Program.

Offering to serve 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, contact Renee Funderburg, Principal.

Attending Board meetings to learn more about District operations.

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

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so

long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer (All Grade Levels)

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.

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.

Elementary and Middle/Junior High Grade Levels

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. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student must pass three out of the four core subjects to promote to the next grade level. In addition, students at certain grade levels will be required to pass the State of Texas Assessment of Academic Readiness (STAAR) as a further requirement for promotion:

- In order to be promoted to grade 6, students enrolled in grade 5 beginning school year 2011–2012 must perform satisfactorily on the Mathematics and Reading sections of the grade 5 assessment tests in English or Spanish.

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

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.

[See **Standardized Testing** .]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in 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.

Release of Students from School

[See **Leaving Campus** .]

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

Report cards with your child's grades or performance and absences in each class are issued to you at the end of each nine weeks (quarterly).

Progress reports and report cards will be uploaded into Family Access. Progress reports will be the fourth week of the grading period and report cards are uploaded the Thursday after the end of the grading period.

All unsatisfactory progress reports or report cards will state whether tutorials are required for a student who receives a grade lower than 75 in a class or subject.

Report Cards

Report cards are issued on Thursdays following the Friday ending the grading period.

Recognition Assemblies

Assemblies will occur at the end of the school year to recognize students for perfect attendance, honor roll, citizenship, and extracurricular activities. Each nine weeks there will be

Excellent Eagle Awards given to students for work ethic, leadership, character, improvement, etc. that are chosen by teachers.

Grading Policy:

Argyle West Elementary School's grading policy will attempt to consistently reflect each student's achievement and ensure that a sufficient number of grades are taken to equitably support the grade average assigned at the conclusion of each grading period. EIA (LOCAL)

In grades 1st - 5th each foundation course as specified in 19 TAC 74.1 will offer a minimum of 10 achievement assessments or grades per grading period.

Student's nine weeks grades will be determined by using the following percentages:

- Major grades will count 40% toward the overall calculation.
- Minor Grades will count 60% toward the overall calculation.

No single grade will count more than 20% towards the overall calculation in a student's nine-week grade. Major grades are defined as tests and projects (**assignments that are given 5 or more days to complete and are specified as projects by the teacher**). Minor grades are defined as daily in-class assignments, daily homework, quizzes, and other assignments that occur on a weekly basis that are not defined as projects.

Minor grades are considered practice and therefore can be retaught and corrected to a maximum score of a "70".

Major grades are considered an indication of mastery of the content. Therefore, students will be retaught and given a retest within 3 days of the first test administration. The two tests will be averaged with the highest possible score of a "70".

Late work is defined as ANY assignment (including projects) not turned in at the time the student comes to class, teacher requests, or collects the assignment on the due date. If a student does not have the assignment then it is subject to the following grading guidelines:

- Any work turned in late (up to one day) will automatically begin at a 75
- The second day the grade will drop to a 50
- The third day the grade will become a zero

Teachers may use discretion in this policy if there are extenuating circumstances that prevent a student from completing a project on time. However, projects are due on the date they are assigned and every effort should be made to turn them in even when a child is absent.

Make-up Work

Make up work will not be given prior to a pre-planned absence or vacation. Make up work will be provided when students are out for extended illnesses. You may call the office to schedule a time to pick up the work. Students are responsible for obtaining any missed work and for completing the make-up work in a satisfactory manner. They will be given one day for every day they were absent to turn in the make-up work. This excludes projects since they already have extended time. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

If a student is absent on the due date for an assignment or project, and was at school at the time the assignment was given, then it is expected the student will have the project and or assignment upon their return. Otherwise, the student's grade may fall under the late work policy.

GRADING SYSTEM

PK-K Students are graded based on mastery. Students are offered multiple opportunities to show mastery of expectations.

Students in grades 1-5 receive numerical grades. Numerical grades are equal to the following letter grades:

A= 100-90

B = 89-80

C = 79-70

F = 69 and below

Citizenship grades are awarded in the following manner:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Homework Policy

The following guidelines are intended to direct homework practices at Argyle West Elementary School. Teachers assign homework for many reasons:

- to offer additional practice opportunities
- to reinforce classroom instruction
- to extend and enrich learning experiences, with the different needs of students in mind

Teachers will provide modifications and enrichment to the assignments as needed. Also, they will be flexible regarding a student's access to resources, providing the tools and materials or suggesting substitutes when necessary. Homework assignments should be high quality assignments and should be relevant to a student's educational experience. Listed below are the suggested daily time guidelines for homework at each grade level:

PK-2 10-20 minutes per day

3-5 30-50 minutes per day.

(Accelerated classes may require additional time)

Homework times may vary from student to student depending on how well your child manages their time at school. Argyle West Elementary School encourages our students to work diligently at school so they can participate in activities after school.

Teacher Responsibilities:

- To provide homework activities following the guidelines stated above
- To explain and clarify assignments and provide appropriate materials when needed
- To provide feedback for students concerning assignments
- To maintain open communication with parents and students

Student Responsibilities:

- To organize, complete and submit quality work on time
- To gather needed materials for homework assignments
- To maintain open communication with their teachers and their parents

Parent Responsibilities:

- To support his or her child's educational experience by assisting with and monitoring assignments
- To encourage his or her child to complete and turn in assignments
- To maintain open communication with the teacher and the child

Parent – Teacher Conferences

Parents are encouraged to contact the school to arrange a parent-teacher conference when the parent would like more information on his or her child's school performance or when the child is experiencing problems at school. Parent-teacher conferences can be a productive way of helping to improve student performance. If there is any major change in a student's home environment, which may affect his or her school performance, parents should notify the child's teacher by sending a note or scheduling a conference. To schedule conferences, parents should contact the teacher. **Teachers are not available for parent-teacher conferences during instructional time or without prior notice.**

Retaliation

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

Safety (All Grade Levels)

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

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

Accident Prevention

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 ensure school safety.

- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Except for the purchase of insurance against bodily injury sustained by students while training for or engaging in interscholastic athletic competition or while engaging in school-sponsored activities on a school campus, the District, under state law, cannot pay for medical expenses associated with a student's injury.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Students who fail to comply by school procedures during emergency drills will be subject to disciplinary action by the principal.

Fire Drill

Fire Alarm	exit the building
Principal announcement	return to classroom

Tornado Drill

Principal Announcement	move quietly but quickly to the designated locations
Principal Announcement	return to classroom

Lockdown Drill 1

Principal Announcement	danger in the community
Principal Announcement	lock doors, stay put, and keep teaching
Principal Announcement	return to normal

Lockdown Drill 2 –

Principal Announcement	danger in the school
Principal Announcement	lock doors and hide students from sight with windows covered

Principal, Police Chief or designee will come unlock the doors when danger has passed. Teachers are not to open doors to anyone.

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 may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent 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

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: television channels 4, 5 and 8, on radio station WBAP 820, Facebook, Twitter, and www.argyleisd.com.

Sat, Act, and Other Standardized Tests

[See **Standardized Testing** .]

School Facilities

Use by Students Before and After School (All Grade Levels)

The school will open at 7:00 am each morning. **Students should not be dropped any earlier than 7:00 am each morning.**

- Students eating breakfast will report to the cafeteria in the morning. All other students will report to: PK-2 Cafeteria - 3-5 Gym
- Breakfast is served prior to 7:30 am each morning.
- Students will be released from the gym and cafeteria at 7:30am.
- Students are expected to be in their seats in class by 7:40 am each morning.
- Announcements will begin at 7:40am.

The school day ends at 3:00PM – ALL students need to be picked up on time.

All students will be released at 3:00pm

To allow for a timely dismissal, please do not arrive more than 10 minutes early

Students will be asked to leave campus immediately unless they are involved in tutoring or an after school activity – students that stay after school for school sponsored activities will be picked up at the flagpole near the front of the school. During inclement weather students will wait under the awning near the gym or just inside the foyer by the front office. It is important to pick up students at designated times. Failure to do so may result in your child not being allowed to participate in after school activities.

Parents that are habitually late picking up their child after the normal school day ends will be required to send their child home on the bus.

- To help eliminate confusion, please wait outside in your car for your child.

Students are not permitted to use the school phone unless there is an emergency. An emergency does not include forgotten homework, or permission to go over to a friend's house after school. Picking your child up early from school is discouraged, as this causes students to miss part of their instruction. Early dismissal should be limited only to those rare occasions when students are scheduled for a medical appointment.

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 will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. Students should not be phoning or texting parents during the school day to be picked up. (This will result in a discipline referral.) Notification for a student to be picked up will be by the nurse or principal.

Late Arrival

Students arriving after the 7:40 A.M. bell will report to the office. A tardy slip will be issued to the student so he or she can enter their classroom. The office keeps a record of tardiness and when warranted sends reminder letters concerning the importance of prompt school attendance. The principal or designee will consider extenuating circumstances, but it is important to note that tardiness is not normally excused. (STATE LAW)

Conduct Before and After School (All Grade Levels)

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 (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See Kari Frederick to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will

be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal. The district will make every effort to avoid bringing attention to such a student.

LUNCHES: Students may bring their own lunches or buy from the cafeteria.
Cost: \$3.00 daily

BREAKFAST: Will be served prior to 7:30 am
Cost: \$1.75 daily

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for student use with a library pass: Library hours are 7:30am - 3:00pm and additional hours as announced. A librarian is available to assist students in locating materials. It is the student's responsibility to be certain he/she does not have a book that has not been checked out.

Meetings of Non Curriculum-Related Groups (Secondary Grade Levels Only)

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 (All Grade Levels)

Students' desks 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.

Searches of desks may be conducted at any time there is reasonable suspicion 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.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Trained Dogs (All Grade Levels)

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 (All Grade Levels)

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

Sexual Harassment

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

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the school office at (940) 464-5100.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- 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 in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student’s individual education plan (IEP). [See **Promotion and Retention** for additional information.]

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

According to the Texas Legislature and the Texas Education Agency, parents **do not have a right to “opt out” of testing**. Texas public schools are required to provide standardized testing pursuant to Texas Education Code Chapter 39 and 19 Texas Administrative Code Chapter 101. Specifically, Texas Education Code 39.023(a) requires “all students” to be assessed with the appropriate test. Consequently, school districts do not have a choice as to whether to administer the state tests, end-of-course (EOC) exams, or STAAR exam to all of its students; they are required to do so by Texas law. Accordingly, such a right to “opt-out” does not exist.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes

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

[See **Students in the Conservatorship of the State (Foster Care)** for more information.]

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Services for Children and Adolescents](#).

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

Tardies (All Grade Levels)

Excessive tardiness is considered missing part of a school day under Texas law. A student's parent or guardian will be given written notice when a student has five tardies. If tardiness continues, parents will be given notice a second time by the principal. If tardiness continues, an attendance committee meeting will be scheduled to assist in solving the problem. When tardiness becomes a serious problem then the attendance committee and/or principal can require the student to make up lost time during summer school.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

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

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** , **Bullying** , and **Students Who Have Learning Difficulties or Who Need Special Education Services** , for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another 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 stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact Albert Rutledge for additional information.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Albert Rutledge (940) 366-7222.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

The bus is an extension of the classroom and all prohibited behaviors apply to the bus. If students misbehave on the bus a bus referral will be sent to the principal. The principal will decide consequences as related to the misbehavior. After the third written incident report, a

parent must meet with the student, principal and transportation director to remedy the problem. If the problem continues, the student could be suspended from riding the bus.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

If students are riding home with a student on a bus, they must provide written notice to Mrs. DeVoe prior to 12:00 PM. Mrs. DeVoe will contact transportation to make them aware and the student will then present the approved note to the bus driver. A change in transportation will be completed through the Argyle West web page and MUST be completed BEFORE noon.

Vandalism (All Grade Levels)

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

Video Cameras (All Grade Levels)

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

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

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, 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 who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit Argyle West Elementary School. For the safety of those within the school and to avoid disruption of instructional time, all visitors must schedule their visit ahead of time unless coming to eat lunch with their child. Visitors are to stop by the front office, sign in and obtain a visitor's sticker.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher; not to exceed 45 minutes and does not interfere with the delivery of instruction or disrupt the normal school environment.

In the interest of student safety, visitors are not permitted on the playground.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. Please refrain from using your cell phone in classrooms. If you must use your phone, please step into the hallway.

Messages to Students

Students are encouraged not to use the school telephone except in unusual circumstances and then, only after obtaining permission from school personnel. **The campus receptionist should receive all messages concerning a change in the afternoon schedule for a student before 12:00 pm. This change should be completed through the Argyle West Elementary web page.**

Unauthorized Persons

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

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

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

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact Lisa Ramsey for more information and to complete an application.

Withdrawing from School (All Grade Levels)

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

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 U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

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.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT.

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.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. 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

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.argyleisd.com. Below is the text of Argyle ISD’s policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Appendix: Freedom from Bullying Policy

ARGYLE WEST ELEMENTARY SCHOOL

POLICY REGARDING TEASING, NAME CALLING, BULLYING AND HARASSMENT

At Argyle West Elementary school, we believe that all children deserve a safe and secure learning environment free from name calling, bullying or harassment of any kind. AIS faculty and administrators will act in a proactive, swift and appropriate manner to protect all children on our campus from the negative impact of bullying behavior.

Bullying Defined: According to AISD policy, bullying occurs when a student or group of students engages in written or verbal expression or physical conduct that will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to self or personal property; or the behavior is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. Bullying can include, but is not limited to: hazing, threats, taunting, teasing, confinement, hitting, demands for money, destruction of possessions, name calling, rumor spreading, and exclusion.

Our students have been taught that any mean behavior can turn into bullying behavior. For a mean behavior to become bullying behavior, the following conditions must be met:

- One person has more power than another person.
- A specific person or group of people is targeted.
- Persistent- It happens repeatedly over time (think three or more times).
- Pervasive- The target can't stop the unwanted behavior by himself/herself.

Students are taught to report any bullying or perceived bullying incidents to an adult they trust. Staff will report all bullying incidents to campus administration. The campus counselor will provide counseling to the child who is bullied, and also to the child identified as the bully.

School Procedure

Process for offended student: The offended student/parent will make a verbal report to an adult and/or fill out a complaint form. The adult will give the form to campus administration in a timely fashion.

First Offense: The administrator will investigate to determine whether bullying has occurred. Steps will be taken to protect the victim from further bullying during the investigation. If it is determined that bullying has occurred, disciplinary consequences will coincide with the AISD Student Code of Conduct and could include lunch/after school detention or in-school suspension, depending upon the severity of the behavior. The student will be asked to examine their behavior by completing a problem solving process assignment. The offender will be referred to the counselor. The student will be counseled and taught skills to correct the behavior. The offending student(s) will be warned of the consequences for continuing their behavior and will sign a contract stating that there will be no more offenses on his/her part. The offended student will be given the opportunity to confront the other person(s) and express their wish to not be harassed in any way.

Second Offense: The offending student will be referred to campus administration. Since the student has previously been given the opportunity to correct the behavior and given the skills to do so, if the complaint is found to be true, the consequence will coincide with the AISD Student Code of Conduct and may result in a disciplinary action of in-school or out of school suspension.

Third Offense: The student will be referred to campus administration. This will result in disciplinary action of suspension or removing the student from school and placing them in the Disciplinary Alternative Education Program (DAEP).

APPENDIX I
ACKNOWLEDGMENT FORM

My child and I have received a copy of the Argyle West Elementary School Student Handbook (and the Student Code of Conduct) for 2019-20. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the code.

Regarding student records, I understand that the federal Family Educational Rights and Privacy Act (FERPA) and state law require that "directory information" on my child be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information. I also understand that to be in compliance with the No Child Left Behind Act of 2001, the District will release to military recruiters and institutions of higher education, upon request, the name, address, and telephone listing of my child, unless I direct the District not to release this information without prior written consent, as indicated below. This objection must be filed with the principal within thirty school days of my child's first day of instruction for this school year.

Directory information includes my child's:

1. Name
2. Address
3. Telephone listing
4. Date and place of birth
5. Photograph
6. Participation in officially recognized activities and sports
7. Weight and height of members of athletic teams
8. Dates of attendance
9. Grade level
10. Enrollment status
11. Honors and awards received in school
12. Most recent previous school attended

In exercising my right to limit release of this information, I have marked through the items of directory information listed that I direct the District not to release without my prior written consent.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

Acknowledgement of Electronic Distribution of Student Handbook

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy or to electronically access at: www.argyleisd.com the Student Handbook and the Student Code of Conduct for 2019-20.

I have chosen to:

- Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook the Student Code of Conduct, I should direct those questions to the principal at 940-464-5100 or by email at rfunderburg@argyleisd.com

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

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Argyle Middle School



Student Handbook 2019–20 School Year

If you have difficulty accessing the information in this document because of disability, please contact Trevor Baker, AMS assistant principal at tbaker@argyleisd.com or (940) 246-2126.

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Preface

To Students and Parents:

Welcome to the 2019-20 school year!

Education is a team effort, and students, parents, teachers, and other staff members all working together can make this a successful year.

The Argyle Middle School Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Students and Parents is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

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

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

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

Therefore, parents and students should become familiar with the Argyle ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.argyleisd.com. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

For questions about the material in this handbook, please contact the campus office at (940) 464-7241.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook;
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 4 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 5 for more information.]

NOTE: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.argyleisd.com.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Trevor Baker, tbaker@argyleisd.com 940-246-2426.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,

- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Argyle ISD prohibits the use of corporal punishment.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- 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.)

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first

day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district has identified the following as directory information: name, address, telephone listing, date and place of birth, photographs, participation, weight and height of athletic teams, enrollment status, honors and awards received in school, last school attended, and video. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 9.

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

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

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

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

A student 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;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;

- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in or receive financial assistance under a program.

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

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- 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 spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.

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

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;

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

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

[Aim for Success abstinence program](#)

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

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

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

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

[See policy EHBK(LEGAL).]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 58 and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

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

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

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, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

- A parent may review his or her child's 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 school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 4, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;

- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

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

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

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

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

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

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

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

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

- When district officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);

- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A 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 to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 4.]

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

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

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

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

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours

and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the principal's offices is: 6601 Canyon Falls Drive, Argyle, TX 76226.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 60, and **Complaints and Concerns** on page 28.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office www.argyleisd.com.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
 - Called to active duty,
 - On leave, or
 - Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

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

Safety Transfers / Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

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

[See **Bullying** on page 24, and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days. **All service animals must have an annual clean bill of health from a licensed veterinarian on file with the school office. The parent and child will be responsible for caring for and cleaning up after the animal while it is at school. The handler must have full control of the animal at all times.** If the service animal becomes a distraction to the learning environment, presents a danger to other children, or is not properly house trained, the district reserves the right to remove the animal from the school grounds until other arrangements can be made. [See policy FBA (LEGAL).]

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

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

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

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

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 31, **Course Credit** on page 30, and **A Student in Foster Care** on page 67 for more information.]

A Student Who Is 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 31, **Course Credit** on page 30, and **Homeless Students** on page 49 for more information.]

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

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

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

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

Special Education Referrals

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

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

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

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the

parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is **[name]** at **[phone number]**.

Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Scott Gibson at 940-246-2126.

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated contacts regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services are counselors Jessica Wade (students with last name A-L) and Tina Shobe (students with last name M-Z) at 940-246-2126.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 18.]

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

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

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

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 16 for more information.]

Section II: Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact please contact Scott Gibson at 940-246-2126.

Absences / Attendance

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

Compulsory Attendance

Between Ages 6 and 19

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.

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

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;

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

As listed in Section I at **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. [See page 13.]

Secondary Grade Levels

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

All Grade Levels

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

Students with Disabilities

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is Deena Steeber. 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.

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

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

[See policies FEA(LEGAL) and FED(LEGAL).]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- 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 or a final grade.

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

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

Official Attendance-Taking Time

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

Official attendance is taken every day at 9:30a.m., which is during the second instructional hour as required by state rule.

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

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 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.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. 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 to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Accountability under State and Federal Law (All Grade Levels)

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

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

This information can be found on the district's website at www.argyleisd.com. Hard copies of any reports are available upon request to the district's administration office.

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

Awards and Honors

Awards Recognition Programs

Students will be recognized by teachers at the end of each semester. Recognition will be given based on scholarship, leadership, character, attendance, and overall effort. Various clubs and organizations may also recognize individual student achievement at these programs.

National Junior Honor Society

The Argyle National Junior Honor Society exists to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of Argyle Middle School. Selection for membership is by the faculty council and is based on outstanding scholarship, character, leadership, and service. A student becomes eligible for membership at the end of the 3rd grading period of their 6th and 7th grade years.

Students must successfully pass 4 levels of evaluation:

Level 1: 92 or higher cumulative GPA in core classes based on the average of the first 3 quarters

Level 2: Application completion by the given deadline

Level 3: Faculty evaluation

Level 4: Review of information gathered in Level 2 and approval of faculty board.

A student meeting the Level 1 GPA requirement will be issued a packet containing the application. After completion of the application, the faculty council will review it as well as a student's disciplinary record and issue an invitation to become a member or a denial letter.

At the end of the Spring semester, an induction ceremony for new members is held. Students who were members as AMS 7th graders may choose to remain members their 8th grade year, as long as they are in good standing. They do not need to be re-inducted but must pay their yearly dues.

Guidelines for maintaining status as a Junior Honor Society Member:

1. Students who are members of the Society will be reviewed each semester for Scholarship, Character, Leadership and Service. Any member who does not have a grade average of 90 for the semester will be placed on probation for the next semester. If the grade average of 90 is not achieved, then the student will be dismissed from membership and his/her card will be turned in to the principal. If the average is brought to a 92 or better, then the student will be taken off probation and be a member in good standing.
2. If the NJHS faculty council is made aware that any member's Character, Leadership or Service is not up to the standards of a NJHS Member, then the student will be made aware of this information and will be provided a hearing with the NJHS faculty council. The student then may be placed on probation for the next semester. If the member does not improve his/her Character, Leadership or Service the student will be dismissed from membership in the NJHS and his/her card will be turned into the principal.
3. A member who has been dismissed may appeal the decision of the faculty council under rules as stated in the Argyle NJHS Handbook.
4. Current members will be placed on probation if he/she receives Saturday School, for reasons other than attendance, or ISS. A student receiving DAEP placement will be automatically removed from the NJHS.
5. Once a student is dismissed, he/she is never again eligible for membership in the NJHS.
6. An active member who transfers to this school will automatically be accepted.
7. An active member who transfers from this school will be given a letter indicating the status of his/her membership and signed by the principal.
8. The National Council and the NASSP shall hear no appeals in dismissal cases.

Bullying

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

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. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by emailing tipline@argyleisd.com.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of 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 the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 13.]

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).

[See **Safety Transfers/Assignments** on page 13, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 32, **Hazing** on page 44, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

[See **Nondiscrimination Statement** on page 56 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 46.]

Child Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.argyleisd.com. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)]

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 32.]

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

- [Child Welfare Information Gateway Factsheet](#) (pdf)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Class Schedules

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day.

[See **Schedule Changes** on page 62 for information related to student requests to revise their course schedule.]

Communications—Automated

Emergency

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

[See **Safety** on page 61 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, 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 your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, 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. [See **Safety** on page 61 for information regarding contact with parents during an emergency.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at www.argyleisd.com.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

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 as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has 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 listed below:

- Trevor Baker, Assistant Principal (last names A-L)
- Dona Lumsden, Assistant Principal (last names M-Z)

Deliveries

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

Disruptions of School Operations

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

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

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

Academic Counseling

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

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should visit the counseling office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** on page 68, **Suicide Awareness and Mental Health Support** on page 68, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 27.]

Course Credit

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

Credit by Examination

If a Student Has Taken the Course / Subject

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

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

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement / Acceleration

If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees. The dates on which examinations are scheduled during the 2019–20 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for

accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

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

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

Investigation of Report

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 32.]

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and

alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 40.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

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

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Chris Daniel, Deputy Superintendent at 940-464-7241.

Distribution of Literature, Published Materials, or Other 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.

A yearbook will be available to students in the final month of school.

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

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must

include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated the bulletin boards in the two collaboration spaces on the first floor of the academic wing as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

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

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be and be submitted to the campus principal for prior review. The campus principal 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 or GF.]

The campus principal has designated the wall outside the counselor's office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

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

Dress and Grooming

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Student's hair, by the nature of the style or color, shall not tend to create a distraction. Student's hair must be a natural color or shade. Distracting styles (i.e. Mohawks) will not be allowed. No sculpted designs will be allowed in the hair or eyebrow.
- Students are to be clean shaven. Mustaches, goatees, and beards are not allowed. Sideburns must not extend below the earlobe.
- Bangs or hair must not obstruct a student's vision at any time. Hairbands may be worn to ensure proper vision at all times.
- Men's hair must not extend below the base of the shirt collar without being put up in a ponytail.
- Students may not wear: tongue rings, facial jewelry, or facial decorations (other than normal makeup). Spacers, spikes, gauges, and mouth jewelry are not allowed. Earrings are acceptable for female students only.
- Tattoos must be completely covered while on campus and during all school-related events.
- Student's contact lenses must be a natural color or shade. Distracting styles or colors are not allowed.
- Caps, hats, sweatbands, hair rollers, and other similar hair grooming items shall not be worn by either male or female students in the school building. Sunglasses are not to be worn in the school building.
- Students may not wear clothing that advertises, by name or symbol, any products that are not permitted in schools, including but not limited to: drugs, alcohol, tobacco, profanity/obscenities, gang-related activity, suggestive slogans that promote/represent any of the previously listed, including satanic symbols, gambling, or violence. Any shirt that displays, either by word or graphic representation, such elements as, but not limited to, the macabre, gothic symbolism, weaponry, or inappropriate depictions of the human anatomy in any form are not permitted.
- Both male and female students may wear long pants of appropriate length or shorts of appropriate length (shorts must be at knuckle length of the middle finger [junction of the proximal and middle phalange on the 3rd digit] or below, with hands extended downward). Pants must be worn at the natural waist line – no sagging is allowed.
- Females are allowed to wear yoga pants, leggings, and jeggings; however, pant wear of this type must be covered by a shirt that falls to the appropriate short length (see above).
- Female students may wear dresses or skirts provided that the length is at least 3 inches below the normal short length.
- All shirts and blouses must be neat, clean, properly buttoned, and worn in a manner appropriate for the educational environment. Shirts and tops must have at least a three-inch shoulder seam.
- Male students may not wear sleeveless shirts or vests without a shirt with sleeves underneath. Male students may not wear oversized shirts that extend to the knee area.
- Clothing which in the opinion of the professional staff would be inappropriate or offensive for school in general, shall not be allowed, including, but not limited to: miniskirts, split side apparel, see through clothing, halter tops, tops exposing cleavage or the midriff, fishnet tops, bare shoulder tops, shirts/tops that fall off of the shoulder, bike shorts, sleepwear as outerwear, or clothing that is ripped. Holes in jeans are allowed provided they are not excessive in size and are located below the allowable length for shorts.

- Appropriate undergarments shall be worn by all students and should not be visible.
- For health reasons, students are required to wear shoes at all times. Flip flops are allowed; however, house shoes and bathroom slippers are not allowed.
- **The AMS administration reserves the right to determine if student dress is inappropriate or disruptive to the school environment. Dress and grooming standards can be changed if the principal determines during the year that they interfere with student's education or cause a disruption on campus.**

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

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student may pick up the confiscated telecommunications device from the front office at the end of the day.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 64 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The

principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 64 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

End-of-Course (EOC) Assessments

[See **Standardized Testing** on page 66.]

English Learners

A student who is an English 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 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.

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.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 66, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations

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

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. [See **Transportation** on page 69.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association

overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: AMS Student Council.

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils,

paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
 - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 69.]
 - 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 or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
 - In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus counselors. [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 in accordance with administrative regulations. [For further information, see policies 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 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 32.]

Grading Guidelines

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). In grades 6-8, each foundation course as specified in 19 TAC 74.1 will offer a minimum of 10 achievement assessments or grades. Seven of the assessments will be quiz or daily assignments; three of the assessments will be major grades of the chapter test or unit test format. This is a minimum standard and each teacher or department may have a more rigorous schedule. Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Middle school students in 7th and 8th grade will take a cumulative semester exam at the end of the Fall semester. Spring final exams will or will not be given based on their proximity to State testing dates. These exams will count 20% of the semester average.

Middle School Grade Weights:

Pre AP Categories

60% - Major (tests, projects)

40% - Minor (daily work, homework, bell work, participation, etc.)

Regular Grade Categories

50% - Major (tests, projects)

50% - Minor (daily work, homework, bell work, participation, etc.)

[See **Report Cards/Progress Reports and Conferences** on page 60 for additional information on grading guidelines.]

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 32.]

Hazing

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

Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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

[See **Bullying** on page 24 and policies FFI and FNCC.]

Health-Related Matters

Student Illness

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

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

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

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

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention \(CDC\)](#), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 50 for more information.]

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.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by emailing Amy Bresnahan at abresnahan@argyleisd.com.

[See policy FFAF and **Celebrations** on page 26.]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

Junior High / Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that 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 OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

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

School Health Advisory Council (SHAC) (All Grade Levels)

Argyle ISD has an active School Health Advisory Council. Additional information regarding the district's SHAC is available from Deana Steeber, assistant superintendent, at (940) 464-7241.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 6 for additional information.]

Student Wellness Policy / Wellness Plan

Argyle 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 Amy Bresnahan at abresnahan@argyleisd.com with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the please contact the Argyle ISD Food and Nutrition Director Amy Bresnahan at abresnahan@argyleisd.com. [See policies at CO and FFA.]. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

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

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's

plan in more detail, please contact Tommy Ledford, the district's designated asbestos coordinator, at (940) 464-7241.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Tommy Ledford, the district's IPM coordinator, at (940) 464-7241.

Homeless Students

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Deana Steeber, at (940) 464-7241.

[See **Students Who Are Homeless** on page 15.]

Homework

Homework shall be used to support, enrich, or reinforce topics covered in class and should satisfy at least one of the following objectives in an effort to support the learning cycle.

- To provide a drill that helps the student practice the basic skills of a subject.
- To give practice and extension of concepts learned in class.
- To extend learning beyond the material that can be covered in class.
- To develop effective study methods.
- To allow students to make up work after absences.
- To provide a means of re-teaching TEKS. Student's individual teachers will explain the homework grading system(s) to students.

Middle School Late Work Policy

Argyle Middle School will implement G.R.O. (Grade Recovery Opportunity) program to handle all late work. Please refer to G.R.O. below for specific information.

G.R.O. Policy

Argyle Middle School uses the G.R.O. (Grade Recovery Opportunity) program to support the academic efforts of all students at the middle school. The primary purpose of this program is to

develop a consistent process that will **raise student expectations** in regard to the successful completion of homework, classroom assignments. At the heart of the G.R.O. program is an effort to help students appreciate the importance of completing all assignments to the best of their ability. If it is assigned by a teacher, then it is an important part of the learning cycle. If it is an important part of the learning cycle then it is just as important to complete that assignment in a timely manner while that material is still being covered.

Process: If a student fails to turn in a daily assignment or homework assignment, then that student has several choices. The completed assignment may be turned into the teacher by 3:55, or the student may stay after school for tutoring and turn in the completed assignment. Both of these options will result in a fifteen point deduction off the final grade. The completed assignment may be turned in by class time the next day for a twenty-five point deduction from the final grade. If the assignment is not turned in at this point, the parent will be notified by the teacher. The student may then turn in the assignment on the following day for a fifty point deduction from the final grade. Any assignment not received by the second day after the original due date will receive a zero. A zero grade on an assignment can be raised to no more than a 50 if the student attends a tutorial session within a week after the two-day window for late work has closed.

- Exception to the G.R.O. Policy: Long term assignments or projects allow students five (5) or more days to complete. These assignments are exempt from the G.R.O. policy and must be turned in on the due date specified by the teacher.

Illness

[See **Student Illness** under **Health-Related Matters** on page 44.]

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 [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements.](#)]

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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect

the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Argyle Middle School is a closed campus during lunch. This means that students are not permitted to leave the property during lunch. Students cannot be in vehicles or in the parking lot during the lunch period. They must remain in the designated eating areas around the school.

At Any Other Time during the School Day

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

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

Lost and Found

A "lost and found" collection box is located in the campus office and the cafeteria. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 21.]

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

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

DAEP Makeup Work

A middle school 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, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) Makeup Work

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

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

Psychotropic Drugs

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

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

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, Argyle ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Argyle ISD Superintendent Dr. Telena Wright at 800 Eagle Drive, Argyle, TX 76226. (940) 464-7241.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Assistant Superintendent for Curriculum and Instruction Deana Steeber at 800 Eagle Drive, Argyle, TX 76226. (940) 464-7241.
- All other concerns regarding discrimination: See the superintendent, Argyle ISD Superintendent Dr. Telena Wright at 800 Eagle Drive, Argyle, TX 76226. (940) 464-7241.

[See policies FB, FFH, and GKD.]

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 and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 30.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at (940) 464-7241 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 60.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 71.]
- Participating in campus parent organizations. Parent organizations include: Athletic Booster Club and Band Booster Club.
- 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 Argyle Middle School Principal Scott Gibson.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 47.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations / Health Screenings

Athletics Participation

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required to be submitted annually to the district.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 7.]

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

[See policy EC for more information.]

Prayer

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, 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.

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.

Elementary and Middle / Junior High Grade Levels

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.

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. The student will instead take the corresponding EOC 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.

[See **Standardized Testing** on page 66.]

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. For the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, 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.

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 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.

Release of Students from School

[See **Leaving Campus** on page 52.]

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

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

During the fourth week of a nine-week grading period, parents will be given a written progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 56 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 43.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 32.]

Safety (All Grade Levels)

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

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

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

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 may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent 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

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- School Messenger
- News Stations 4, 5, 8 and 11
- Argyle ISD Website
- Twitter
- Facebook

[See **Communications-Automated, Emergency** on page 28 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 66.]

Schedule Changes

Schedule changes will be made through the counseling department. Students will receive information on this process once school begins. Schedule changes will be made by appointment only.

School Facilities

Use by Students Before and After School

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

The following areas are open to students before school, beginning at 8 a.m.

- Cafeteria
- Tutorial classroom (by appointment)

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time

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

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

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

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Contact Argyle ISD Food Service Director, Amy Bresnahan at (940) 464-7241 to apply for free or reduced-price meal services.

See CO for more information.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Library

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

- Monday-Friday (8:00am-4:00pm)

Meetings of Noncurriculum-Related Groups

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

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

School-sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 38 for more information.]

Drug Testing

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 67.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 32.]

Special Programs

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Deana Steeber at (940) 464-7241.

Standardized Testing

Secondary Grade Levels

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 examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The 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.

STAAR

(State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- 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 for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level.

Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page 58 for additional information.]

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

- Algebra I

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

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 in Foster Care

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact the Argyle ISD superintendent Dr. Telena wright, who has been designated as the district's foster care liaison, at (940) 464-7241 with any questions.

[See **Students in the Conservatorship of the State** on page 14 for more information.]

Student Speakers

As determined by the principal, students who have been selected for special honors, such as but not limited to captain of an athletic team, student council officers, or leaders of school-sponsored organizations, may address school audiences at designated events.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Summer School

Argyle Middle School has a credit recovery program for students who have failed to gain credit in a class as well as STAAR / EOC enrichment sessions during the summer. Please contact your student's counselor for further information.

Tardies

A student being on time to class is very important to establishing a productive learning environment. Repeated instances of tardiness will result in severe disciplinary action, in accordance with the Student Code of Conduct. Please see the campus website for specific information about tardy consequences.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

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

item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 13, **Bullying** on page 24, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 16, 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. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 64 for more information.]

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 stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Albert Rutledge at (940) 464-7241.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.

- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

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 and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

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 main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Withdrawing from School

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to 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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire 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.

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

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be

measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to 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.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. 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.

TAC stands for the Texas Administrative Code.

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

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

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

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/390?filter=FFI&filter=FFI>. Below is the text of Argyle ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/24/2017

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

ARGYLE HIGH SCHOOL

Student Handbook

2019–20 School Year



If you have difficulty accessing the information in this document because of disability, please contact the district at 940-464-7241

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Preface

Parents and Students:

Welcome to the new school year!

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

The Argyle High School Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

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

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

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

Therefore, parents and students should become familiar with the Argyle ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.argyleisd.com. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

For questions about the material in this handbook, please contact the high school office at (940)262-7777.

Complete and return to the student’s campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information,
- Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 9 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 10 for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.argyleisd.com.

Accessibility

If you have difficulty accessing the information in this document because of a disability, please contact Jonathan DeLay by e-mail at jdelay@argyleisd.com or by phone at (940)262-7777.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,

- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

Argyle ISD prohibits the use of corporal punishment.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

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

Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- 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.)

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district has identified the following as directory information: name, address, telephone listing, date and place of birth, photographs, participation, weight and height of athletic teams, enrollment status, honors and awards received in school, last school attended, and video. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 15.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

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

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

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

A student 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;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;

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

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

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- 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 spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.

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

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

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

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

- Biology Classes
- Anatomy and Physiology Classes
- WAIT Abstinence Program – administered through the high school English classes

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

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

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

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

[See policy EHBK(LEGAL).]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 73 and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent’s religious or moral beliefs.

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

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

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, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student’s teacher.]

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

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

- A parent may review his or her child's 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 school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 9, are the right to:

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

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

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

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

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

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

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

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

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

- When district officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A 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 to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 9.]

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

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

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

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

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the principal's office is: 191 S Hwy 377. Argyle, Texas 76226.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 74, and **Complaints and Concerns** on page 36.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.argyleisd.com.

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

Teacher and Staff Professional Qualifications

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

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,

- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
 - Called to active duty,
 - On leave, or
 - Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

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

Safety Transfers / Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

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

[See **Bullying** on page 29, and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days. **All service animals must have an annual clean bill of health from a licensed veterinarian on file with the school office. The parent and child will be responsible for caring for and cleaning up after the animal while it is on the school campus. The handler must have full control of the animal at all times.** If the service animal becomes a distraction to the learning environment, presents a danger to other children, or is not properly house trained, the district reserved the right to remove the animal from the school grounds until other arrangements can be made. [See policy FBA (LEGAL).]

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

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

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

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the

student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 39, **Course Credit** on page 38, and **A Student in Foster Care** on page 84 for more information.]

A Student Who Is 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 39, **Course Credit** on page 38, and **Homeless Students** on page 64 for more information.]

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

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

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

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

Special Education Referrals

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

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

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

more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Christy Keck at 940-262-7777.

Section 504 Referrals

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

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Jonathan DeLay at 940-262-7777.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23.]

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

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

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

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 21 for more information.]

Section II: Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact John King at (940)262-7777.

Absences / Attendance

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

State law requires that a student between the ages of 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.

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

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

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

As listed in Section I at **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. [See page 18.]

Secondary Grade Levels

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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 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; and
- An election clerk, if the student makes up any work missed.

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

Failure to Comply with Compulsory Attendance

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.

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is Deana Steeber. 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.

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

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

[See policies FEA(LLEGAL) and FED(LLEGAL).]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- 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 or a final grade.

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

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

Official Attendance-Taking Time

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

Official attendance is taken every day at 9:30 a.m., which is during the second instructional hour as required by state rule.

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

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note **signed by the parent** that describes the reason for the absence. Such notes are due within 3 days of the student’s return to school. A note signed by the student, even with the parent’s permission, will not be accepted unless the student 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.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor’s Note after an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. 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 to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification

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

Accountability under State and Federal Law

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

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

This information can be found on the district's website at www.argyleisd.com. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test

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

The test shall be offered in the spring semester.

Please contact the principal for information about this opportunity.

Awards and Honors

Students will be recognized by teachers and administrators at various times throughout the school year. Recognition will be based on scholarship, leadership, character, attendance, and overall effort. Various clubs and organizations may also recognize individual student achievement for the work in such programs.

Bullying

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

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

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

The district is required to adopt policies and procedures regarding:

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

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

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. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by going to the high school website and clicking on the "**Anonymous Alerts**" link. The link is located on the high school's home page in the upper right-hand corner.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of 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 the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 18.]

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).

[See **Safety Transfers/Assignments** on page 18, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39, **Hazing** on page 59, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs

The district offers career and technical education programs in the following areas:

- Health Sciences
- Business
- Culinary Arts.

Admission to these programs is based on completing any prerequisite course work.

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

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

[See **Nondiscrimination Statement** on page 71 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 62.]

Child Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.argyleisd.com. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 39.]

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

- [Child Welfare Information Gateway Factsheet](#) (pdf)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Class Rank / Highest-Ranking Student

The District shall include in the calculation of class rank all grades earned in grades 9-12 for state credit and grades earned for high school credit in the following subjects taken in grades 7-8: Algebra I, Geometry, French I, and Spanish I.

The calculation of class rank shall exclude grades earned in or by credit by examination, with or without prior instruction; summer school programs taken abroad; courses repeated for local credit; distance learning courses; correspondence courses; marching band in the fall semester for state credit; and online instruction.

When determining class rank, the District shall assign weights to semester grades and shall calculate a weighted numerical average. Advanced Placement (AP) and dual credit courses shall be multiplied by ten percent. Pre-Advanced Placement courses shall be multiplied by seven percent. The District shall deduct ten percent from eligible life skills courses and from Steps Toward Employment Program (STEP) courses. When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District. The District shall record un-weighted numerical grades on student transcripts. [See EIC Local: Weighted Numerical Average]

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the third nine-week grading period of the student's senior year. The average of the third nine-week grades shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. Final class rank shall not be determined until all grades are recorded. [See EIC(LEGAL)]

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been enrolled in Argyle High School for the four semesters immediately preceding graduation.

In case of a tie in weighted numerical grade averages after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

The District shall recognize as a scholar graduate each student who has:

1. Maintained a numerical average of 90 or more during the four-year high school program;

2. Completed the Recommended or Advanced/Distinguished Achievement Program; and
3. Been enrolled in at least one AP course or a course designated as honors during each of his or her last two years

In order to receive recognition as a scholar graduate, a student shall not have engaged in any serious violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion. [See Student Code of Conduct]

[For further information, see policy **EIC Local**.]

Class Schedules

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

[See **Schedule Changes** on page 76 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid

For two school years following graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 33 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 55 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 19 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Texas Women's University, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial

to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** on page 74 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, 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 your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, 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. [See **Safety** on page 74 for information regarding contact with parents during an emergency.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of the complaint forms may be obtained in the principal's or superintendent's office or on the district's website at www.argyleisd.com.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

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 as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has 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 listed below:

- Jonathan DeLay, Assistant Principal – Male Students
- Christy Keck, Assistant Principal – Female Students

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch. For safety reasons, deliveries from food companies (Uber Eats, Door Dash, etc.) are not allowed.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- 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 vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

Academic Counseling

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should visit the counseling offices at their convenience. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** on page 85, **Suicide Awareness and Mental Health Support** on page 85, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 32.]

Course Credit

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit by Examination

If a Student Has Taken the Course / Subject

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be

permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement / Acceleration *If a Student Has Not Taken the Course / Subject*

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2019–20 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [See policy FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. 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.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven,

would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Distance Learning

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 49.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Mr. Chris Daniel, Deputy Superintendent, at 940-464-7241.

Distribution of Literature, Published Materials, or Other 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.

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated the gray, cork wall outside the main office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG(LOCAL) for student complaint procedures.]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool 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 campus principal for prior review. The campus principal 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 or GF.]

The campus principal has designated the gray, cork wall outside the main office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

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 noncurriculum-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 nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming

The school's dress code is established to teach grooming and hygiene, to teach proper modesty, to prevent educational distractions, and to minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

APPROPRIATE ATTIRE

- Students are expected to come to school in clothes that are: clean, neatly kept, and modest in nature.
- Both male and female students may wear long pants. Pants must be worn at the natural waist line – no sagging is allowed. Holes in jeans are allowed provided they are located below the length permissible for shorts.
- Both male and female students may wear shorts of appropriate length. Shorts may not be shorter than the length of the student's middle knuckle when arms are relaxed at the student's sides and must completely cover the student's buttock area. Shorts must also have a hem – no cut-off shorts are allowed.

- Females may wear tights, leggings, or any spandex type material under a dress, skirt, shorts, or shirt that extends to the appropriate short length.
- Females may wear dresses or skirts provided that the length is at least 3 inches below the length of all fingertips.
- Students may wear shirts and blouses that are neat, clean, properly buttoned, and worn in a manner appropriate for the educational environment.
- Female shirts and tops must have at least a three-finger shoulder seam. More than one shirt may not be used to reach this three-finger minimum. Undergarments should not be visible in the armhole area.
- All students are required to wear shoes at all times while on campus. Flip flop style shoes are allowed; however, house shoes and bathroom slippers are not allowed.
- All students are expected to wear appropriate undergarments at all times.
- Earrings are allowed for female students only.
- Small stud-style nose rings may be worn by female students only. Loops and “bull style” nose rings are not allowed.

INAPPROPRIATE OR UNACCEPTABLE ATTIRE

- Male students may not wear sleeveless shirts or vests without a shirt with sleeves underneath. Male students may not wear oversized shirts that extend to the knee area.
- Pajamas cannot be worn to school as everyday clothing. Blankets are not allowed to be brought to school.
- Caps, hats, sweatbands, hair rollers, and other similar hair grooming items shall not be worn by either male or female students in the school building.
- Trench coats will not be allowed at school or at school functions.
- Sunglasses are not to be worn in the school building.
- Student contact lenses must be a natural color or shade. Distracting styles or colors are not allowed.
- Students may not wear spiked or studded items or any item that poses a safety threat to other students. Wallet chains are also not allowed on school campus.
- Students may not wear: tongue rings, facial jewelry (other than small stud-style nose rings), or facial decorations (other than normal makeup). Spacers, spikes, gauges, and mouth jewelry are not allowed.
- Students cannot wear miniskirts, split-side apparel, see through clothing, halter tops, tops exposing cleavage or the midriff, fishnet tops, bare shoulder tops, tops that expose a student’s back, shirts/tops that fall off of the shoulder, bike shorts, sleepwear as outerwear, or undergarments as outerwear.
- Students may not wear clothing that advertises, by name or by symbol, any product that is not permitted in school, including but not limited to: drugs, alcohol, tobacco, profanity/obscenities, gang-related activity, suggestive slogans that promote/represent any of the previously listed, including satanic symbols, gambling, violence, or racism. Any shirt that displays, either by word or graphic, such elements as the macabre, gothic

symbolism, weaponry, or inappropriate depictions of the human anatomy in any form are not permitted.

- No wheelies, Heelys, or shoes with wheels are allowed at any time.

APPROPRIATE GROOMING

- Students are expected to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students/staff.
- Student's hair must be clean and neatly groomed.
- Student's hair, by the nature of the style or color, shall not tend to create an educational distraction. Student's hair must be a natural color or shade. Distracting styles (i.e. Mohawks) will not be allowed. No sculpted designs will be allowed in the hair or eyebrow.
- Bangs or hair must not obstruct a student's vision at any time. Hairbands may be worn to ensure proper vision at all times.
- Tattoos must be completely covered while on campus and during all school-related events.
- Male students may have facial hair, but all facial hair must be neatly groomed. No designs or sculpting is allowed. **Male students must be clean shaven for the graduation ceremony, graduation photos, and yearbook photos.**

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

The district permits students to possess personal mobile telephones on campus; however, these devices can only be used before/after school, between classes, and during lunch time. During class time, students are expected to turn their phones off and place them in the cell phone holder provided in each class room. Cell phones may not be used during any type of testing. The following consequences will occur when a student chooses to ignore the cell phone policy during instructional time:

First Offense: The teacher will confiscate the device and return it at the end of the period.

Second Offense: The teacher will confiscate the phone and take it to the office for the remainder of the school day. The assistant principal will keep the device until the end of the school day.

Third Offense: The teacher will confiscate the phone and send the student to the office. The assistant principal will contact the parent, issue 2 Mega Lunch Detentions, and hold the phone for the rest of the school day.

Fourth Offense: The teacher will confiscate the phone and send the student to the office. The assistant principal will contact the parent, issue one day of ISS, and hold the phone for the rest of the school day. The student will be considered in persistent misbehavior should any further instances occur.

Students who use a cellular device in any way that violated the law, Board Policy, or the Student Code of Conduct shall be subject to disciplinary actions. Furthermore, a student's failure and/or refusal to promptly and peacefully relinquish a device when asked will result in more serious disciplinary actions.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 78 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 55 and **Standardized Testing** on page 83.]

English Learners

A student who is an English 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 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.

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.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 83, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-

course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

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. [See **Transportation** on page 86.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include (but are not limited to): PALS, UNICEF, Challenge Day Club, National Honor Society, and Student Council.

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 86.]
- 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 or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policy FP.]

Final Exam Exemption Policies

Final exams are a part of every semester at Argyle High School, and every student begins the semester expecting to take a comprehensive final exam. Throughout the course of a semester, **students can earn the privilege to be exempt** from one or more of their exams by meeting a rigorous set of criteria outlined by the school’s administration. **Not all students will meet the requirements and earn this privilege.** The requirements for exam exemptions are outlined below, and exceptions to these requirements will not be granted by school officials.

2019 FALL SEMESTER EXEMPTIONS

- Freshman – All freshman must take the fall final exam in the following courses if enrolled: English I, Algebra I and Biology. Other than these courses, freshman may choose to exempt **one** course’s final exam provided all qualifications are successfully met for the course being exempted.
- Sophomore – All sophomores must take the English II final exam. Other than English II, sophomores may choose to exempt **two** course’s final exams provided all qualifications are successfully met for the course being exempted.
- Juniors – Any junior enrolled in a dual credit class must take the college final exam for that class. All juniors must take the final exam in their U.S. History course. Other than these exceptions, juniors may choose to exempt the final exam in **all other courses** in which they are enrolled provided all qualifications are successfully met for the courses being exempted.
- Seniors – Any senior enrolled in a dual credit class must take the college final exam for that class. Other than dual credit college final exams, seniors may choose to exempt the high school final exam in **all courses** in which they are enrolled provided all qualifications are successfully met for the courses being exempted.

Exemption Qualifications for Fall Semester

- Have a semester average of 85 or higher in the exempting course

- Have 2 or fewer absences in the exempted course for the spring semester (**Note:** College days, religious holy days, documented medical absences where the student attends school for a portion of the day, and school-related absences do not count as an absence for exemption purposes. **All other absences count, including preplanned absences.**)
- Students may have a 3rd absence to a class provided their semester average is at least a 95 or higher.
- Three or fewer tardies to the course being exempted
- No referrals to the exempted course
- No dress code referrals for the semester
- Students must be enrolled in Argyle High School for the entire semester to be eligible for exemption status.
- Any DAEP placement will automatically disqualify a student from being eligible for exam exemptions.

Other Exemption Information

1. Exempt students may choose to take the final exam in any class. The grade will only count if it improves the student's overall average in the class.
2. Freshman must notify the one teacher of the course they are choosing to exempt. Student's attempting to exempt out of more than one subject will have consequences for such actions.
3. Sophomores must notify the two teachers of the courses they are choosing to exempt. Student's attempting to exempt out of more than 2 subjects will have consequences for such actions.
4. Students must attend school on the days/periods of their exempted tests. Exempted students will report to the auditorium and roll will be checked. Absences on the dates of final exams will count toward a student's exemption status for the spring semester.

2020 SPRING SEMESTER EXEMPTIONS

- Any student enrolled in a dual credit course must take the college final exam for that class.
- Other than dual credit courses, all students in all grades may exempt the final exam from all of the courses in which they are enrolled provided that all qualifications are successfully met.

Qualifications for Exemptions –

- Must have a semester average of 85 or higher in the exempting course
- Three or fewer tardies to the course being exempted
- No discipline referrals to the course being exempted
- Have 3 or fewer absences in the exempted course for the spring semester (**Note:** College days, religious holy days, documented medical absences where the student

attends school for a portion of the day, and school-related absences do not count as an absence for exemption purposes. **All other absences count, including preplanned absences.)**

- Students may have a 4th absence to a class provided their semester average is at least a 95 or higher.
- Students **may not** choose to exempt a final exam in a dual credit course.
- Less than 2 dress code violations for the semester. If a student receives two dress code violations, all final exams must be taken.
- Students must be enrolled in Argyle High School for the entire semester to be eligible for exemption status.
- Exempt students may choose to take the final exam in any class. The grade will only count if it improves the student’s overall average in the class.
- Students must attend school on the days/periods of their exempted tests. Exempted students will report to the auditorium and roll will be checked.
- Any DAEP placement will automatically disqualify the student from being eligible for exam exemptions.

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies 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 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Grade-Level Classification

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

Grading Guidelines

Argyle High School's grading policy will attempt to consistently reflect each student's achievement and ensure that a sufficient number of grades are taken to equitably support the grade average assigned at the conclusion of each grading period. EIA (LOCAL). In grades 9 through 12, each on-level and PAP course as specified in 19 TAC 74.1 will offer a minimum of 13 achievement assessments or grades each grading cycle. Ten of the assessments will be considered minor grades, while 3 will be considered major grades. At the AP/Dual Credit course level, a minimum of 12 achievement assessments will be recorded. Ten of the assessments will be considered minor grades, while 2 will be considered major grades. This is a minimum standard and each teacher or department may have a more rigorous schedule.

Grading Percentages:

	On-Level	Pre-AP	AP/Dual
Minor Grades	50%	40%	20-30%
Major Grades	50%	60%	70-80%

Retesting Policies:

- On-Level Courses** – Retests and/or corrections are allowed on **any major assessment** that a student scores below 70%. Students will only be given 1 opportunity to retest or do corrections to earn no higher than 70%. The teacher of the course may require students to attend tutorial sessions and/or complete any missing work from the unit of study prior to taking the retest or completing the corrections. Once the student has been notified of the failure, it is the responsibility of the student to meet with the instructor to arrange a time and date for the retest/test corrections.
- Pre-AP Courses** – Students may enroll in Pre-AP level courses if they so choose. Students making such a choice must understand that the pace of the class will be advanced and the rigor of the course will be enhanced. Students must also know that they will only be allowed to retest or complete corrections on **1 failed, major assessment** per grading cycle. On such a reassessment, students will earn the average of the failed grade and the reassessment – not to exceed 70%. The teacher of the course may require students to attend tutorial sessions and/or complete any missing work from the unit of study prior to taking the retest or completing the corrections. Once the student has been notified of the failure, it is the responsibility of the student to meet with the instructor to arrange a time and date for the retest/test corrections.
- AP/Dual Credit Courses** – Students may enroll in AP or college level courses if they so choose. Students making such a choice must understand that the pace of the class will be advanced and the rigor of the course will be enhanced. **Students must also know that there will be no retests or test corrections in our AP and Dual Credit classes.**

[See **Report Cards/Progress Reports and Conferences** on page 74 for additional information on grading guidelines.]

Graduation

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 83 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one

endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 57.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

school 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 technical education (CTE), 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 student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- Mandatory Graduation Practices – May 15, 2020 and May 18, 2020
- Senior Breakfast – May 18, 2019
- Senior Slide Show – May 18, 2019
- Senior Rose Ceremony – May 18, 2019
- Graduation Ceremony – at the University of North Texas on May 18, 2019 at 6:00 p.m.

Only students who have met coursework requirements for graduation will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of

a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 85.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 50.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Hazing

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;

- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 29 and policies FFI and FNCC.]

Health-Related Matters

Student Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask

about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention \(CDC\)](#), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 65 for more information.]

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.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by e-mailing Amy Bresnahan at abresnahan@argyleisd.com.

[See policy FFAF and **Celebrations** on page 32.]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

School Health Advisory Council (SHAC)

Argyle ISD has an active Health Advisory Council. Additional information regarding the district's SHAC is available from Deana Steeber, assistant superintendent, at (940)464-7241.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 11 for additional information.]

Student Wellness Policy / Wellness Plan

Argyle 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 Amy Bresnahan at abresnahan@argyleisd.com with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see Amy Bresnahan, Director of Food Services. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Tommy Ledford the district's designated asbestos coordinator, at 940-464-7241.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Tommy Ledford, the district's IPM coordinator, at 940-464-7241.

Homeless Students

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, Deana Steeber, at 940-464-7241.

[See **Students Who Are Homeless** on page 20.]

Homework

Homework shall be used to support, enrich, or reinforce topics covered in class and should satisfy at least one of the following objectives in an effort to support the learning cycle.

- To provide a drill that helps the student practice the basic skills of a subject.
- To give practice and extension of concepts learned in class.
- To extend learning beyond the material that can be covered in class.
- To develop effective study methods.
- To allow students to make up work after absences.
- To provide a means of re-teaching TEKS. Student's individual teachers will explain the homework grading system(s) to students.

High School Late Work Policy

The following guidelines will be used on a campus-wide basis for acceptance of late work. This policy includes major projects such as compositions, labs, history papers and reports, special math projects, and any other assignments that teachers count as major grades. This same policy will count for homework and daily work.

- AP/Dual Credit/PAP – Accept work 1 day late with max of 70%.
- On-Level – Accept work 1 day late with max of 90 and two days late with max of 70.
*Late work accepted past two days in on-level classes is at the teacher’s discretion, depending on any extenuating circumstances.

Illness

[See **Student Illness** under **Health-Related Matters** on page 60.]

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 [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor’s opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#).]

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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority

to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Leaving Campus

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office

and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Argyle High School is a closed campus during lunch. This means that students are not permitted to leave the property during lunch. Students cannot be in vehicles or in the parking lot during the lunch period. They must remain in the designated eating areas during lunch time.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 27.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

A high school 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, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Medicine at School

Medication that must be administered to a student during school hours must be provided by the student’s parent. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, Argyle ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Telena Wright, Superintendent (940)464-7241.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Deana Steeber (940)464-7241.
- All other concerns regarding discrimination: See the superintendent, Dr. Telena Wright at 800 Eagle Drive, Argyle, Texas 76226.

[See policies FB, FFH, and GKD.]

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 and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.

- Monitoring your child’s academic progress and contacting teachers as needed. [See **Academic Counseling** on page 38.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at (940)262-7777 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 74.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 89.]
- Participating in campus parent organizations. Parent organizations include: Argyle High School PTO, Band Booster Club, Cheer Booster Club, Athletic Booster Club, and the Choir Booster Club.
- 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 Argyle High School Principal, John King.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 63.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations / Health Screenings

Athletics Participation

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required to be submitted annually to the district.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Pledges of Allegiance and a Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 13.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, 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.

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.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 53.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 55 and **Standardized Testing** on page 83 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 67.]

Report Cards / Progress Reports and Conferences (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 9 weeks.

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 71 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 54.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Safety

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.

- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

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 may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent 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

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- School Messenger
- Television Stations 4, 5, 8, and 11
- Argyle ISD Website, Twitter, and Facebook

[See **Communications-Automated, Emergency** on page 35 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 83.]

Schedule Changes

Schedule changes will be made through the counseling office. Schedule changes will not be made after **the first week of each semester unless there is an error**. Students wishing to level down from a Pre-AP or AP class must do so prior to the end of **the first six weeks of each semester**. After the first 6 weeks, no schedule changes will be made without principal approval and valid educational concerns. Students wishing to drop a Dual Credit course must adhere to the drop policies of Texas Women’s University.

Argyle High School does not make it a practice to change student’s schedules in order to simple switch educational instructors.

School Facilities

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Cafeteria
- Coffee Bar
- Tutorial Classrooms – by appointment with the instructor

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Contact Argyle ISD Food Service Director, Amy Bresnahan, at (940)464-7241 to apply for free or reduced-price meal services.

See CO for more information.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- Monday – Friday (7:50 am - 4:00 pm)

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including but not limited to drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. Students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 46 for more information.]

Drug Testing

[The following are important excerpts from policy FNF(LOCAL).]

In order to park a vehicle on campus, students shall be included in the District's random drug-testing program.

In order to participate in extracurricular activities, students in grades 9-12 shall be included in the District's random drug-testing program.

The purpose of this policy is:

1. To educate students about the serious physical, mental, and emotional harm caused by illegal drug use.
2. To alert students with possible substance abuse problems to the potential harms that drug use poses for their physical, mental, and emotional well-being and offer them the privilege of competition as an incentive to stop using such substances.
3. To ensure that students adhere to a training program that bars the intake of illegal and performance-enhancing drugs.
4. To prevent injury, illness, and harm for students that may arise as a result of illegal and performance-enhancing drug use.

5. To offer students practices, competitions, and school activities free of the effects of illegal and performance-enhancing drug use.

Students may be tested for use of:

1. Drugs that an individual may not buy, possess, or use without a prescription, or sell or distribute under either federal or Texas law. Such drugs include, but are not limited to, marijuana, cocaine, opiates, amphetamines, methaqualone, benzodiazepines, phencyclidine (PCP), methadone, barbiturates, and propoxyphene.
2. All prescription drugs, upon reasonable suspicion that they were obtained without authorization.
3. All prescription drugs and over-the-counter drugs upon reasonable suspicion that they are being used in an abusive manner.
4. Performance-enhancing drugs.

Procedures:

Each participating student shall be assigned a number. Numbers shall be randomly drawn from one large pool of students who agree to be tested. Participants who are to be tested shall be selected by a qualified diagnostics laboratory, and selection shall be made from time to time throughout the school year. Testing may occur on any day, Monday through Friday.

No student shall be given advance notice or early warning of the testing. In addition, a strict chain of custody shall be enforced to eliminate invalid tests or outside influences.

A urinalysis shall be used at the sole discretion of the school. The student shall fill out, sign, and date any form that may be required for testing.

The individual obtaining the urine specimen shall be of the same gender as the student. If at any time during the sampling procedure a supervisor has reason to believe that a student is tampering with the sample, the supervisor shall notify the principal or administrative designee who shall then determine if a new urine sample should be obtained. If tampering or cheating is proven, or if a student refuses to provide a sample, the student shall be subject to the consequences of a confirmed positive test.

Each student shall be provided with a copy of the student drug testing consent form, which shall be read, signed, and dated by the student, parent or custodial guardian, and coach/sponsor before the student shall be eligible to practice or participate in any extracurricular activities. The consent requires the student to provide a sample: (a) as part of the student's initial test for eligibility for participation; and (b) when the activity student is selected by the random selection basis to provide a sample. No student shall be allowed to practice or participate in any extracurricular activities involving interscholastic competition unless the student has returned the properly signed student drug-testing consent form.

Prior to the commencement of drug testing each year, an orientation session shall be held with each student to educate the student about the sample collection process, privacy arrangements, drug testing procedures, and other areas that may help to reassure the activity

student and help avoid embarrassment or uncomfortable feelings about the drug-testing process.

Each student shall receive a copy of the student drug-testing policy. The head coach, sponsor, or principal shall be responsible for explaining the policy to all prospective students, and for preparing an educational presentation to acquaint the student with the harmful consequences of drug and alcohol use and abuse.

Students shall be chosen for drug testing on a monthly random selection basis from a list of all students who are involved in offseason or in-season activities. The District shall determine a number of student names to be drawn monthly at random to provide samples for drug use testing for illegal drugs or performance enhancing drugs.

Any drug use test shall be administered by or at the direction of a professional laboratory chosen by the District. The professional laboratory shall be required to use scientifically validated toxicological testing methods, have detailed written specifications to ensure chain of custody of the specimens, and have proper laboratory control and scientific testing.

All aspects of the drug-testing program, including the taking of specimens, shall be conducted to safeguard the personal and privacy rights of the student to the maximum degree possible. The test specimen shall be obtained in a manner designed to minimize the intrusiveness of the procedure. In particular, the specimen must be collected in a restroom or other private facility and within a closed stall. The monitor shall not observe the student while the specimen is being produced, but the monitor shall be present outside the stall to listen for the normal sounds of urination in order to guard against tampered specimens and to ensure an accurate chain of custody. The monitor shall verify the normal warmth and appearance of the specimen. If at any time during the testing procedure the monitor has reason to believe or suspect that a student is tampering with the specimen, the monitor may stop the procedure and inform the principal/athletic director who shall then determine if a new sample should be obtained. The monitor shall give each student a form on which the student may list any legally prescribed medications that he or she has taken in the preceding 30 days. The parent or legal guardian must be able to confirm the medication list submitted by his or her child during the 24 hours following any drug test. The medication list shall be submitted to the lab in a sealed and confidential envelope and shall not be viewed by District employees.

Confidentiality

The laboratory shall notify the principal or designee or the Superintendent of any positive test. To keep the positive test results confidential, the principal or Superintendent shall only notify the student and the student's parent or custodial guardian of the results. The principal shall schedule a conference with the student and parent or guardian and explain the student's opportunity to submit additional information to the principal or to the lab. The District shall rely on the opinion of the laboratory that performed the test in determining whether the positive test result was produced by something other than consumption of an illegal or performance enhancing drug. Test results shall be kept in files separate from the student's other educational records, shall be disclosed only to the principal or Superintendent, and shall not be turned over to any law enforcement authorities.

Appeal

A student who has been determined by the principal or designee to be in violation of this policy shall have the right to appeal the decision to the Superintendent or designees. Such a request for a review must be submitted to the Superintendent in writing within five calendar days of notice of the positive test. The Superintendent or designees shall then determine whether the original finding was justified. The Superintendent's decision shall be appealable to the Board in accordance with FNG(LOCAL).

Consequences

Any student who tests positive in a drug test under this policy shall be subject to the following consequences:

First Offense:

Upon the first offense, the parent/guardian shall be contacted immediately and a private conference shall be scheduled to present the test results to the parent/guardian. A meeting shall then be set up with the student, parent/guardian, and principal or designee, concerning the positive drug test. The coach or director of any extracurricular activity in which the student is involved should be notified immediately of a positive test. First offense consequences shall be imposed by the coach or director. In order to continue participation in the activity, the student and parent/guardian must, within five days of the joint meeting, show proof that the student has received drug counseling, at the student's expense, from a qualified drug treatment program or counseling entity. Additionally, the student must voluntarily submit to a second drug test, at the student's expense, to be administered within 14–30 days in accordance with the testing provisions of this policy. If the parent/guardian and student agree to these provisions, the student shall continue to participate in the activity. Should the parent/student not agree to these provisions, the consequences listed in this policy for the second offense shall be imposed.

Second Offense:

Second offense consequences shall include suspension for 14 calendar days, from participation in any activities that include performances, scrimmages, or competitions covered under this policy and successful completion of four hours of substance abuse education/counseling at the student's expense within ten days. Additionally, the student must voluntarily submit to a second drug test, at the student's expense, to be administered within 14–30 days in accordance with the testing provisions of this policy. The student shall remain in the pool that shall normally be randomly tested for the remainder of the school year. The time and date shall be unknown to the student and shall be determined by random selection. These restrictions and requirements shall begin immediately, consecutive in nature, unless a review appeal is filed following receipt of a positive test.

Third Offense (In the same school year):

Third offense consequences shall include complete suspension from participation in all extracurricular activities including all meetings, practices, performances, and competitions for

the remainder of the school year. Additionally, parking privilege will be removed for the remainder of the school year.

Refusal to Submit to Drug-Use Test

A participating student who refuses to submit to a drug test authorized under this policy shall not be eligible to participate in parking on campus or any other activities covered under this policy, as well as all meetings, practices, performances, and competitions. Additionally, the student shall not be considered for any interscholastic activity honors or awards given by the school.

[Also see **Steroids** on page 84.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 39.]

Special Programs

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Deana Steeber at (940)464-7241.

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 examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The 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.

STAAR
(State of Texas Assessments of Academic Readiness)
High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments 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 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** on page 55 for additional information.]

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 in Foster Care

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes

referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Dr. Telena Wright, who has been designated as the district's foster care liaison, at (940)464-7241 with any questions.

[See **Students in the Conservatorship of the State** on page 19 for more information.]

Student Speakers

As determined by the principal, students who have been selected for special honors, such as but not limited to captain of an athletic team, student council officers, leaders of school-sponsored organizations, seniors in the Top 10% in class rank, homecoming king/queen, or prom king/queen, may address school audiences at designated events.

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 55 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Summer School

Argyle High School does not offer summer school. Argyle High School does offer a credit recovery program for students who have failed to gain credit in a class, as well as EOC enrichment sessions during the summer. Please contact your student's counselor for further information.

Tardies

Punctuality is a very important skill both now and in all future working environments. Repeated instances of tardiness will result in disciplinary action as well as loss of exam exemption privileges, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 18, **Bullying** on page 29, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 21, 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. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 78 for more information.]

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 stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Albert Rutledge at (940)464-7241.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district

vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

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 and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this

equipment, speak with the principal who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

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 main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

College Day

On College Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Voter Registration

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to 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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire 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.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be

measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to 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.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. 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.

TAC stands for the Texas Administrative Code.

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 stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs 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 that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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ARGYLE INDEPENDENT SCHOOL DISTRICT
Argyle, Texas

To: Argyle ISD Board of Trustees

From: Liz Stewart, Chief Financial Officer

Date: July 9, 2019

Subject: Date and Time for a Public Hearing for Tax Rate and Budget Adoption

Action: Consider Approval of Setting Date and Time for a Public Hearing to Set Tax Rate and Adopt Budget for 2019-2020 Year

Background

Each year the Board is required to approve a date and time for public hearings to set the tax rate and the budget for the next fiscal year. Once we receive the certified taxable values from the appraisal district in late July, we are required to calculate and publish a notice no later than 10 days or earlier than 30 days before the set meeting date. We are requesting our public hearing date to be the same as our regular August Board meeting on Monday, August 26th, at 7:00 PM.

Financial Impact

Setting a date and time for the public hearing on the tax rate and budget is a required step in the tax rate and budget approval process.

Recommendation

The Administration recommends approving Monday, August 26, 2019, at 7:00 PM as the date and time for a public hearing to set the tax rate and adopt the budget for 2019-2020.

Motion

I move we approve the date and time as presented.

ARGYLE ISD

2019 – 2020 Supplemental Pay Schedule

On July 15, 2019, the Argyle ISD Board of Trustees approved the following supplemental pay schedule for additional duties and assignments:

POSITIONS	CURRENT	TASB	19-20
<u>High School Athletics</u>			
HS Head Coach / HS Assistant	\$8,000 plus 10 days		\$8,000 plus 10 days
HS Assistant	\$6,000 plus 10 days		\$6,000 plus 10 days
HS Asst/ MS	\$6,000 plus 10 days		\$6,000 plus 10 days
<u>Middle School Athletics</u>			
MS Coach Only	\$4,000 plus 5 days		\$4,000 plus 5 days
MS/ HS Assistant	\$5,000 plus 5 days		\$5,000 plus 5 days
<u>Trainer</u>	\$8,000 plus 10 days		\$8,000 plus 10 days
<u>Other Athletic Duties:</u>			
Football Gates	\$ 30 per game		\$ 30 per game
Clock at BB	\$ 18 per game		\$ 18 per game
Bookkeeper BB	\$ 18 per game		\$ 18 per game
Basketball Gates	\$ 15 per game		\$ 15 per game
Volleyball Gates	\$ 15 per match		\$ 15 per match
Security	\$ 45 per hour		\$ 45 per hour
Coach Driving Bus	\$ 50 RT		\$ 50 RT
<u>Fine Arts</u>			
Choir Director MS	NEW	\$2893	\$3000
Choir Director HS	\$7000	\$6000	\$7000
HS Assistant Band Director	\$6,000 + 30 days	\$5890	\$6000 + 30 days
MS Head Band Director	\$4,500 + 15 days	\$6000	\$4500 + 15 days
MS / HS Band Assistant	\$3,500 + 15 days	\$4185	\$3500 + 15 days
High School Theater	\$3500	\$2500	\$3500
Middle School Theater	\$3500		\$3500
MS OAP	\$2000		\$2000
HS OAP	\$2000	\$2000	\$2000
<u>UIL/TMSCA</u>			
HS UIL Coordinator	\$1,500	\$1500	\$1500
MS UIL Coordinator	\$750	\$750	\$850
Intermediate UIL Coordinator	\$750	\$500	\$850
Elementary UIL Coordinator	\$750	\$500	\$850
HS TMSCA Coordinator	\$1,500		\$1500

MS TMSCA Coordinator	\$1,500		\$1500
HS UIL/TMSCA Sponsors	\$200/meet	\$500 annual	\$200/meet
MS UIL/TMSCA Sponsors	\$150/event	\$300 annual	\$300 annual
Int/Elem UIL/TMSCA Sponsors	\$150/event	\$250 annual	\$250 annual
<u>Cheerleading</u>			
HS Cheerleader Sponsor	\$4,000 + 10 days	\$4565	\$4000+10 days
JV Cheerleader Sponsor	\$2,000	\$2500	\$2000
MS Cheerleader Sponsor	\$2,000	\$2000	\$2000
<u>Drill Team</u>			
HS Dance/Drill Team Director	\$4000+10 days	\$5000	\$4000+10 days
<u>ESL**</u>			
Elem ESL Pull-Out	\$2,000		\$2,000
Elem ESL and Serving Students	\$500		\$500
AIS ESL Pull-Out	\$1000		\$1000
AIS ESL and Serving Students	\$500		\$500
MS Part-Time ESL Pull-Out	\$1000		\$1000
MS ESL and Serving Students	\$500		\$500
HS Part-Time ESL Pull-Out	\$1000		\$1000
HS ESL and Serving Students	\$500		\$500
District ESL Coordinator	\$1500		\$1500
District Migrant Coordinator	\$250		\$250
District Homeless Coordinator	\$250		\$250
<u>Other Academic</u>			
ELA Secondary District Coordinator	\$1250	(Title II Part A federal funds)	
ELA Elementary District Coordinator	\$1250	(Title II Part A federal funds)	
Math Secondary District Coordinator	\$1250	(Title II Part A federal funds)	
Math Elementary District Coordinator	\$1250	(Title II Part A federal funds)	
Science Secondary District Coordinator	\$1250	(Title II Part A federal funds)	
Science Elementary District Coordinator	\$1250	(Title II Part A federal funds)	
Social Studies Secondary District Coordinator	\$1250	(Title II Part A federal funds)	
Social Studies Elementary District Coordinator	\$1250	(Title II Part A federal funds)	
MS Yearbook Sponsor	\$1,000		\$1000
HS Yearbook Sponsor	\$2,000	\$1800	\$2000
HS Newspaper Sponsor	\$2000	\$1500	\$2000
HS Department Head	\$750		\$750
MS Team Leader	\$750		\$750
IS Team Leader	\$750		\$750
Elem Grade Level Liaison	\$750		\$750
HS Student Council	\$1,500	\$1500	\$1500
MS Student Council	\$1,000	\$ 750	\$1000
HS/MS Challenge Day Sponsor	\$1000		\$1000
National Honor Society	\$1000	\$816	\$1000
National Junior Honor Society	\$750		\$750

MS Robotics	\$500	\$500
HS Prom	NEW	\$750
Special Olympics Sponsor	NEW	\$750
Campus Communicator	NEW	\$750

Other Duties

MS After School Detention	\$15 per hour	\$25 per hour
HS After School Detention	\$15 per hour	\$25 per hour
HS Saturday Detention	\$15 per hour	\$25 per hour
Student Employees	\$8 per hour	\$14 per hour
Extra Maintenance	\$10 per hour	\$14 per hour
Translation Services	\$25 per hour	\$25 per hour

Tenure Pay

During the 1999 – 2000 school year, the Board approved “tenure pay” consisting of \$100 per year of experience in Argyle ISD for all employees. In 2001 – 2002, the Board discontinued this practice, but all employees who received the tenure pay continue to receive the pay at the rate to which they were paid during the 2001 – 2002 school year.

ESL**

After 2017-2018 no additional teachers will receive this stipend. Those receiving it in 17-18 will continue receiving the stipend.



STEELE & FREEMAN, INC.
CONSTRUCTION MANAGERS

Project: Argyle PH. 2 HS

Architect: Corgan

SFI Job No: 5114

Dated: 07/15/2019

GMP - ARGYLE PHASE II HIGH SCHOOL		
TOTAL MATERIAL		98,550
TOTAL LABOR		401,707
LABOR BURDEN	38.00%	152,649
TOTAL SUBCONTRACT		57,275,624
- VALUE OPPORTUNITIES		(3,750,275)
- ALTERNATE #5		93,181
TOTAL OTHER		313,915
TOTAL EQUIPMENT		641,180
SALES TAX (RENTAL ONLY)		53,053
CONSTRUCTION CONTINGENCY	1.50%	913,364
OWNERS BETTERMENT	1.00%	608,910
CM FEE	2.00%	1,217,819
GEN. CONDITIONS- FIXED PER CONTRACT		1,403,817
P&P BONDS FEE	1.80%	1,096,037
BUILDERS RISK FEE	0.28%	170,495
GENERAL / EXCESS LIABILITY FEE	0.33%	200,940
TOTAL GMP		60,890,966

GSF 212,000
\$/SF 287.22

ALTERNATES	TOTAL
ALT. #1 - PROVIDE CORRIDOR WAINSCOT	
1A \$	79,015
1B \$	367,432
1C \$	325,890
1D \$	494,711
ALT. #2 - TURF FIELDS	
2A \$	939,406
2B \$	1,037,401
ALT. #3 - AIR/WEATHER BARRIER & SHEATH.	
3B \$	183,780
ALT. #4 - PORTABLE BLEACHERS	
4A \$	35,362
4B \$	20,697
ALT. #5 - STUCCO IN LIEU OF METAL PANELS	\$ 93,181
ALT. #6 - PORTABLE SOUND SYSTEM - CHOIR	\$ 82,154
ALT. #7 - WEIGHT ROOM SOUND SYSTEM	\$ 9,946

DESCRIPTION	TOTAL MATERIAL	TOTAL LABOR	TOTAL SUBCONTRACT	TOTAL OTHER	TOTAL EQUIP. RENTAL	TOTAL SALES TAX	LINE ITEM TOTAL
GENERAL REQUIREMENTS	1,800	161,400	84,000	313,915	578,780	47,749	1,187,644
BUILDING PACKAGE	70,750	123,307	50,654,711	0	0	0	50,848,768
SITE PACKAGE	26,000	117,000	6,536,913	0	62,400	5,304	6,747,617



STEELE & FREEMAN, INC.
CONSTRUCTION MANAGERS

Project: Argyle PH. 2 HS
Architect: Corgan
SFI Job No: 5114
Dated: 07/15/2019

ARGYLE HS PHASE II - GENERAL REQUIREMENTS

TOTAL MATERIAL	1,800
TOTAL LABOR	161,400
LABOR BURDEN	
TOTAL SUBCONTRACT	84,000
TOTAL OTHER	313,915
TOTAL EQUIPMENT	578,780
SALES TAX	47,749
TOTAL GEN REQ ESTIMATE	1,187,644

ITEM	DESCRIPTION	QTY.	UNIT	UNIT MATERIAL	TOTAL MATERIAL	UNIT LABOR	TOTAL LABOR	UNIT SUB	TOTAL SUB	UNIT OTHER	TOTAL OTHER	UNIT RENTAL	TOTAL RENTAL	SALES TAX	LINE TOTAL	SUBCONTRACTOR/SUPPLIER
DIV. 01	GENERAL REQUIREMENTS				1,800		161,400		84,000		313,915		578,780	47,749	1,187,644	
	ALLOWANCE- SIGNAGE & GRAPHICS	1	LS		0.00		0.00		0.00	200,000.00	200,000.00		0.00	0.00	200,000.00	
	BUILDING PERMIT (FLOWER MOUND) ALLOWANCE	202,000	SF		0.00		0.00		0.00	0.11	22,220.00		0.00	0.00	22,220.00	
	PLAN REVIEW (FLOWER MOUND) ALLOWANCE	202,000	SF		0.00		0.00		0.00	0.05	10,100.00		0.00	0.00	10,100.00	
	RENOVATION PERMIT (1.2M) ALLOWANCE	1.2	LS		0.00		0.00		0.00	1,600.00	1,920.00		0.00	0.00	1,920.00	
	MISC. PERMITS	1	LS		0.00		0.00		0.00	300.00	300.00		0.00	0.00	300.00	
	ROAD IMPACT FEE	0	STUDENTS		0.00		0.00		0.00	0.00	0.00		0.00	0.00	0.00	WAIVED BY TOWN OF F.M.
	TAP & IMPACT FEES	0	LS		0.00		0.00		0.00	0.00	0.00		0.00	0.00	0.00	WAIVED BY TOWN OF F.M.
					0.00		0.00		0.00	0.00	0.00		0.00	0.00	0.00	
01.3110.	SR. PROJECT MANAGER	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.3120.	FIELD PROJECT MANAGER	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.3130.	ASST. PROJECT MANAGER	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.3160.	SUPERINTENDENT	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.3170.	ASST. SUPERINTENDENT	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.5213.	FIELD PROJECT OFFICE	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.5214.	OFFICE FURNITURE	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.5214.	OFFICE EQUIPMENT	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.5214.	OFFICE SUPPLIES	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.5215.	INTERNET, TELEPHONE AND FAX SERVICES	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.5216.	MOBILE PHONES	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.5218.	COURIER AND POSTAGE	111	WKS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	FIXED
01.6600.	TEMPORARY STORAGE	16	MO		0.00		0.00		0.00		0.00	300.00	4,800.00	396.00	5,196.00	
01.3233.	PHOTO DOCUMENTATION	22	MO		0.00		0.00		0.00	300.00	6,600.00		0.00	0.00	6,600.00	
	DOCUMENT REPRODUCTION	22	MO		0.00		0.00		0.00	250.00	5,500.00		0.00	0.00	5,500.00	
01.5113.	TEMPORARY POWER FOR CONST.	22	MO		0.00		0.00		0.00	750.00	16,500.00		0.00	0.00	16,500.00	
01.5136.	TEMPORARY WATER	22	MO		0.00		0.00		0.00	150.00	3,300.00		0.00	0.00	3,300.00	
01.5123.	TEMPORARY HEAT	6	MO		0.00		0.00		0.00	600.00	3,600.00		0.00	0.00	3,600.00	
01.5219.	PORTABLE TOILETS	22	MO		0.00		0.00		0.00		0.00	1,440.00	31,680.00	2,613.60	34,293.60	
01.5813.	JOB SIGN & SAFETY SIGNS	1	LS		0.00		0.00		0.00	3,500.00	3,500.00		0.00	0.00	3,500.00	
01.5416.	MISC. EQUIPMENT RENTAL	22	MO		0.00		0.00		0.00		0.00	600.00	13,200.00	1,089.00	14,289.00	
	STAGE SCAFFOLDING / LIFTS	4	MO		0.00		0.00		0.00		0.00	6,400.00	25,600.00	2,112.00	27,712.00	
	AUDITORIUM SCAFFOLDING	6,100	SF		0.00		0.00		0.00		0.00	25.00	152,500.00	12,581.25	165,081.25	
	STAIR TOWERS	2	EA		0.00		0.00		0.00		0.00	4,800.00	9,600.00	792.00	10,392.00	
01.5500.	TEMP YARD & ROAD	30,000	SF		0.00		0.00		0.00	0.60	18,000.00		0.00	0.00	18,000.00	
01.5623.	BARRICADES / PED. CONTROL	6	MO		0.00		0.00		0.00		0.00	2,500.00	15,000.00	1,237.50	16,237.50	
	SAFETY CABLING / RAILING	8	MO		0.00		0.00		0.00	600.00	4,800.00		0.00	0.00	4,800.00	

	SAFETY INSPECTIONS	22	MO		0.00		0.00		0.00	300.00	6,600.00		0.00	0.00	6,600.00
01.5626.	TEMPORARY FENCING	11,000	LF		0.00		0.00		0.00		0.00	3.50	38,500.00	3,176.25	41,676.25
	SITE MAINTENANCE	600	HRS	3	1,800.00	15.00	9,000.00		0.00		0.00		0.00	0.00	10,800.00
	SWPPP	1	LS		0.00		0.00		0.00	2,500.00	2,500.00		0.00	0.00	2,500.00
	- WEEKLY INSPECTIONS	111	WKS		0.00		0.00		0.00	75.00	8,325.00		0.00	0.00	8,325.00
01.7123.	FIELD ENGINEERING	600	MH		0.00	32.00	19,200.00		0.00		0.00	15.00	9,000.00	742.50	28,942.50
01.7400.	GENERAL CLEANUP	111	WKS		0.00	1,200.00	133,200.00		0.00		0.00	600.00	66,600.00	5,494.50	205,294.50
01.7400.	FINAL CLEANUP	240,000	SF		0.00		0.00	0.35	84,000.00		0.00		0.00	0.00	84,000.00
01.7419.	TRASH DUMPSTER	266	LOADS		0.00		0.00		0.00		0.00	550.00	146,300.00	12,069.75	158,369.75
01.5733.	SECURITY	22	MO		0.00		0.00		0.00		0.00	3,000.00	66,000.00	5,445.00	71,445.00
00.1113.	PUBLIC ADVERTISEMENT	2	EA		0.00		0.00		0.00	75.00	150.00		0.00	0.00	150.00



STEELE & FREEMAN, INC.
CONSTRUCTION MANAGERS

Project: Argyle PH. 2 HS
Architect: Corgan
SFI Job No: 5114
Dated: 07/15/2019

BUILDING PACKAGE	
TOTAL MATERIAL	70,750
TOTAL LABOR	123,307
LABOR BURDEN	
TOTAL SUBCONTRACT	50,654,711
TOTAL OTHER	0
TOTAL EQUIPMENT	0
SALES TAX	0
TOTAL ESTIMATE	50,848,768

70,750 123,307 50,654,711 0 0 0 50,848,768 50,848,768

ITEM	DESCRIPTION	QTY	UNIT	UNIT MATERIAL	TOTAL MATERIAL	UNIT LABOR	TOTAL LABOR	UNIT SUB	TOTAL SUB	UNIT OTHER	TOTAL OTHER	UNIT EQUIP	TOTAL EQUIP	SALES TAX	LINE ITEM TOTAL	
DIVISION 02- EXISTING CONDITIONS																157,454.00
02.4100.	DEMOLITION	1	LS		0.00		0.00	157,454.00	157,454.00		0.00		0.00	0.00	157,454.00	PRECISION
DIVISION 03- CONCRETE																6,008,846.00
03.3000.	CONCRETE	1	LS		0.00		0.00	6,008,846.00	6,008,846.00		0.00		0.00	0.00	6,008,846.00	SIZELOVE
03.1119.	ICF	1	LS		0.00		0.00		0.00		0.00		0.00	0.00	0.00	J&E
DIVISION 04- MASONRY																6,013,600.00
04.2000.	MASONRY	1	LS		0.00		0.00	6,013,600.00	6,013,600.00		0.00		0.00	0.00	6,013,600.00	J&E
DIVISION 05- METALS																4,542,449.00
05.1000.	STEEL FAB AND ERECTION	1	LS		0.00		0.00	4,542,449.00	4,542,449.00		0.00		0.00	0.00	4,542,449.00	C&F - with New Millenium
DIVISION 06- WOOD, PLASTICS AND COMPOSITES																734,056.32
06.1100.	ROUGH CARPENTRY	202,142	SF	0.35	70,749.70	0.61	123,306.62		0.00		0.00		0.00	0.00	194,056.32	
06.4000.	ARCHITECTURAL MILLWORK	1	LS		0.00		0.00	540,000.00	540,000.00		0.00		0.00	0.00	540,000.00	JC MILLWORK
DIVISION 07- THERMAL AND MOISTURE PROTECTION																4,386,988.00
07.1000.	WATERPROOFING/ CAULKING & SEALANTS	1	LS		0.00		0.00	145,400.00	145,400.00		0.00		0.00	0.00	145,400.00	ALPHAPEX
07.1000.	WATER REPELLANTS	1	LS		0.00		0.00	17,900.00	17,900.00		0.00		0.00	0.00	17,900.00	ALPHAPEX
	RIGID INSULATION	1	LS		0.00		0.00	233,400.00	233,400.00		0.00		0.00	0.00	233,400.00	ALPHAPEX
07.1000.	FLUID APPLIED AIR BARRIER	1	LS		0.00		0.00	393,500.00	393,500.00		0.00		0.00	0.00	393,500.00	ALPHAPEX
	THRU WALL FLASHING	1	LS		0.00		0.00	218,500.00	218,500.00		0.00		0.00	0.00	218,500.00	ALPHAPEX
07.5000.	MODIFIED BIT ROOFING	1	LS		0.00		0.00	3,313,000.00	3,313,000.00		0.00		0.00	0.00	3,313,000.00	CRAWFORD
	METAL PANELS	1	LS		0.00		0.00	0.00	0.00		0.00		0.00	0.00	0.00	CRAWFORD
	METAL ROOFING	1	LS		0.00		0.00	0.00	0.00		0.00		0.00	0.00	0.00	CRAWFORD
	ROOF BLOCKING	202,142	SF		0.00		0.00	0.00	0.00		0.00		0.00	0.00	0.00	CRAWFORD
	FIRESTOPPING	1	LS		0.00		0.00	5,645.00	5,645.00		0.00		0.00	0.00	5,645.00	ALPHA
07.9513.	EXPANSION JOINT COVERS	1	LS		0.00		0.00	59,643.00	59,643.00		0.00		0.00	0.00	59,643.00	ALPHA

DIVISION 08- OPENINGS														2,126,528.00	
08.1000.	DOORS / FRAMES / HARDWARE	1	LS		0.00		0.00	774,260.00	774,260.00	0.00		0.00	0.00	774,260.00	WOODARD
08.1000.	- HOLLOW METAL FRAMES	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	WOODARD
08.1000.	- HOLLOW METAL DOORS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	WOODARD
08.1000.	- PLASTIC LAMINATE WOOD DOORS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	WOODARD
08.1000.	- DOOR HARDWARE	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	WOODARD
08.3300.	COILING DOORS & GRILLES	1	LS		0.00		0.00	114,568.00	114,568.00	0.00		0.00	0.00	114,568.00	JOHNSON
	- TORNADO DOORS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	JOHNSON
	- TORNADO SHUTTERS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	JOHNSON
08.4000.	ALUMINUM STOREFRONT & GLAZING	1	LS		0.00		0.00	1,177,820.00	1,177,820.00	0.00		0.00	0.00	1,177,820.00	LAYNE
08.4000.	- ALUMINUM STOREFRONT DOORS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	LAYNE
08.4000.	- EXTERIOR ALUMINUM STOREFRONT SYSTEMS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	LAYNE
08.4000.	- INTERIOR ALUMINUM STOREFRONT SYSTEMS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	LAYNE
08.1750.	DOOR INSTALLATION	1	LS		0.00		0.00	59,880.00	59,880.00	0.00		0.00	0.00	59,880.00	WILHELM
DIVISION 09- FINISHES														6,883,583.20	
09.2116.	DRYWALL & ACOUSTIC	1	LS		0.00		0.00	4,624,700.00	4,624,700.00	0.00		0.00	0.00	4,624,700.00	VADENS
09.2116.	- AUDITORIUM GYP. CLOUD CEILING	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	VADENS
09.2116.	- AUDITORIUM WOOD CEILING	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	VADENS
09.2116.	- TEMPORARY PARTITIONS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	VADENS
09.2116.	- IN WALL BLOCKING	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	VADENS
09.2116.	- SAFETY RAILS & MISC. PROTECTION	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	VADENS
09.3000.	TILING	1	LS		0.00		0.00	774,890.00	774,890.00	0.00		0.00	0.00	774,890.00	TEXAS TILE
09.6400.	WOOD FLOORING & ATHLETIC FLOOR	1	LS		0.00		0.00	139,700.00	139,700.00	0.00		0.00	0.00	139,700.00	Z FLOOR
09.6800.	FLOORING	1	LS		0.00		0.00	484,482.00	484,482.00	0.00		0.00	0.00	484,482.00	FABULOUS
09.6800.	- RESILIENT FLOORING	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	FABULOUS
09.6800.	- CARPET FLOORING	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	FABULOUS
	MOISTURE MITIGATION -	12612	SF		0.00		0.00	5.35	67,474.20	0.00		0.00	0.00	67,474.20	SFI ESTIMATE
09.6100.	SEALED CONCRETE	1	LS		0.00		0.00	30,745.00	30,745.00	0.00		0.00	0.00	30,745.00	USA RENOVATIONS
09.9000.	PAINTING	1	LS		0.00		0.00	761,592.00	761,592.00	0.00		0.00	0.00	761,592.00	RAY NOTEBOOM
DIVISION 10- SPECIALITIES														668,234.00	
10.1423.	SIGNAGE	1	LS		0.00		0.00	52,382.00	52,382.00	0.00		0.00	0.00	52,382.00	SIGN INTERNATIONAL
10.1100.	VISUAL DISPLAY SURFACES	1	LS		0.00		0.00	307,155.00	307,155.00	0.00		0.00	0.00	307,155.00	CF WILLIAMS / CHATHAM / SDI
10.2113.	TOILET PARTITIONS & ACCESSORIES	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	CF WILLIAMS / CHATHAM / SDI
10.4400.	FIRE EXTINGUISHERS & CABINETS	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	CF WILLIAMS / CHATHAM / SDI
10.2613.	WALL PROTECTION	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	CF WILLIAMS / CHATHAM / SDI
10.5113.	LOCKERS	1	LS		0.00		0.00	189,582.00	189,582.00	0.00		0.00	0.00	189,582.00	REPUBLIC / HOLLMAN
10.7326.	CANOPIES	1	LS		0.00		0.00	73,815.00	73,815.00	0.00		0.00	0.00	73,815.00	ARCHITECTURAL FABRICATION
10.2239.	OPERABLE PARTITIONS	1	LS		0.00		0.00	45,300.00	45,300.00	0.00		0.00	0.00	45,300.00	CHAS. F.
10.4116.	KNOX BOX	1	LS		0.00		0.00	0.00	0.00	0.00		0.00	0.00	0.00	CHAS. F.
DIVISION 11- EQUIPMENT														1,457,701.00	
11.3013.	APPLIANCES	1	LS		0.00		0.00	127,453.00	127,453.00	0.00		0.00	0.00	127,453.00	JARRELL CO.
11.6600.	ATHLETIC EQUIPMENT	1	LS		0.00		0.00	187,550.00	187,550.00	0.00		0.00	0.00	187,550.00	ACADEMIC SPECIALTIES
11.4000.	FOOD SERVICE EQUIPMENT	1	LS		0.00		0.00	417,168.00	417,168.00	0.00		0.00	0.00	417,168.00	KIRBY
	THEATRICAL RIGGING SYSTEMS	1	LS		0.00		0.00	725,530.00	725,530.00	0.00		0.00	0.00	725,530.00	WENGER/JR CLANCY
DIVISION 12- FURNISHINGS														831,781.00	
12.2100.	HORIZONTAL BLINDS & ROLLER SHADES	1	LS		0.00		0.00	34,551.00	34,551.00	0.00		0.00	0.00	34,551.00	CAPITOL BLINDS
	SEATING	1	LS		0.00		0.00	349,693.00	349,693.00	0.00		0.00	0.00	349,693.00	LONESTAR
12.3553.	LABORATORY CASEWORK	1	LS		0.00		0.00	321,643.00	321,643.00	0.00		0.00	0.00	321,643.00	INDECO
	MUSICAL EQUIPMENT & STORAGE	1	LS		0.00		0.00	125,894.00	125,894.00	0.00		0.00	0.00	125,894.00	WENGER

DIVISION 13- SPECIAL CONSTRUCTION														125,968.00
	AUDIOMETRIC ROOMS	1	LS		0.00	0.00	125,968.00	125,968.00		0.00	0.00	0.00	125,968.00	WENGER
DIVISION 21- FIRE SUPPRESSION														506,000.00
21.0000.	FIRE SPRINKLER SYSTEM	1	LS		0.00	0.00	506,000.00	506,000.00		0.00	0.00	0.00	506,000.00	IMPERIAL
DIVISION 22- PLUMBING														0.00
22.0000.	PLUMBING & MECHANICAL	1	LS		0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	CENTURY
DIVISION 22& 23- PLUMBING, HEATING, VENTILATING AND AIR CONDITIONING														7,666,439.00
23.0000.	PLUMBING & MECHANICAL	1	LS		0.00	0.00	7,586,439.00	7,586,439.00		0.00	0.00	0.00	7,586,439.00	CENTURY
23.0593.	TEST AND BALANCE	1	LS		0.00	0.00	80,000.00	80,000.00		0.00	0.00	0.00	80,000.00	COMPLETE SYSTEM
DIVISION 26- ELECTRICAL														7,677,182.00
26.0000.	ELECTRICAL	1	LS		0.00	0.00	7,527,182.00	7,527,182.00		0.00	0.00	0.00	7,527,182.00	INTEX
	THEATRICAL LIGHTING FIXTURES - ALLOWANCE per WJHW	1	LS		0.00	0.00	150,000.00	150,000.00		0.00	0.00	0.00	150,000.00	ALLOWANCE
DIVISION 27- COMMUNICATIONS														877,957.99
27.1000.	HORIZONTAL CABLING	1	LS		0.00	0.00	195,842.31	195,842.31		0.00	0.00	0.00	195,842.31	LANTEK
27.4100.	THEATRICAL AV SYSTEMS	1	LS		0.00	0.00	682,115.68	682,115.68		0.00	0.00	0.00	682,115.68	LANTEK
DIVISION 28- ELECTRONIC SAFETY AND SECURITY														184,000.00
28.4600.	FIRE ALARM	1	LS		0.00	0.00	184,000.00	184,000.00		0.00	0.00	0.00	184,000.00	TOTAL FIRE & SAFETY
	SECURITY / ACCESS CONTROL / VIDEO SURVAILANCE													BY OWNER



Project: Argyle PH. 2 HS
 Architect: Corgan
 SFI Job No: 5114
 Dated: 07/15/2019

SITE PACKAGE	
TOTAL MATERIAL	26,000
TOTAL LABOR	117,000
LABOR BURDEN	
TOTAL SUBCONTRACT	6,536,913
TOTAL OTHER	0
TOTAL EQUIPMENT	62,400
SALES TAX	5,304
TOTAL SITE ESTIMATE	6,747,617

26,000 117,000 6,536,913 0 62,400 5,304 6,747,617

ITEM	DESCRIPTION	QTY.	UNIT	UNIT MATERIAL	TOTAL MATERIAL	UNIT LABOR	TOTAL LABOR	UNIT SUB	TOTAL SUB	UNIT OTHER	TOTAL OTHER	UNIT EQUIP	TOTAL EQUIP	SALES TAX	LINE TOTAL	SUBCONTRACTOR/ SUPPLIER
DIV. 31	EARTHWORK															1,468,796.00
31.0000.	EARTHWORK	1	LS		0.00		0.00	1,378,717.00	1,378,717.00		0.00		0.00	0.00	1,378,717	RPMx - No Haul Off
01.5713.	EROSION CONTROL -	104	WKS	250.00	26,000.00	400.00	41,600.00		0.00		0.00	100.00	10,400.00	884.00	78,884	SFI
31.3116.	TERMITE PROTECTION	1	LS		0.00		0.00	11,195.00	11,195.00		0.00		0.00	0.00	11,195	MID-CITIES
DIV. 32	SITE IMPROVEMENTS															3,740,763.00
03.3000.	CONCRETE PAVING	1	LS		0.00		0.00	0.00	0.00		0.00		0.00	0.00	0	SIZELOVE
32.1723.	SITE STRIPING AND SIGNAGE	1	LS		0.00		0.00	28,524.00	28,524.00		0.00		0.00	0.00	28,524	STRIPING PLUS
	TENNIS COURTS	1	LS		0.00		0.00	609,274.00	609,274.00		0.00		0.00	0.00	609,274.00	TENNIS COURT CO.
32.1813.	TRACK AND FIELD	1	LS		0.00		0.00	1,546,888.00	1,546,888.00		0.00		0.00	0.00	1,546,888.00	PARAGON
32.3119.	FENCING - Replace Ornamental / Baseball & Softball Backstops	1	LS		0.00		0.00	65,257.00	65,257.00		0.00		0.00	0.00	65,257.00	YARLING / AMERICAN
31.2200.	FINE GRADING	104	WKS		0.00	725.00	75,400.00		0.00		0.00	500.00	52,000.00	4,420.00	131,820	SFI
32.9000.	LANDSCAPING & IRRIGATION	1	LS		0.00		0.00	1,359,000.00	1,359,000.00		0.00		0.00	0.00	1,359,000	FLOHRSTAR
DIV. 33	UTILITIES															1,538,058.00
33.0000.	UTILITIES	1	LS		0.00		0.00	1,538,058.00	1,538,058.00		0.00		0.00	0.00	1,538,058	WILDSTONE



Project: Argyle PH. 2 HS
 Architect: Corgan
 SFI Job No: 5114
 Dated: 07/15/2019

ALTERNATE #5 - PROVIDED STUCCO IN LIEU OF METAL PANELS		
TOTAL MATERIAL		0
TOTAL LABOR		0
LABOR BURDEN	38%	0
TOTAL SUBCONTRACT		87,208
TOTAL OTHER		0
TOTAL EQUIPMENT		0
SALES TAX		0
OWNERS BETTERMENT	2.00%	1,864
CM FEE	2.00%	1,864
P&P BONDS FEE	1.80%	1,677
BUILDERS RISK FEE	0.28%	261
GENERAL / EXCESS LIABILITY FEE	0.33%	307
TOTAL GMP		93,181

ITEM	DESCRIPTION	QTY	UNIT	UNIT MATERIAL	TOTAL MATERIAL	UNIT LABOR	TOTAL LABOR	UNIT SUB	TOTAL SUB	UNIT OTHER	TOTAL OTHER	UNIT EQUIP	TOTAL EQUIP	SALES TAX	LINE ITEM TOTAL
DIV. 09	FINISHES														289,600.00
	delete Metal Panels	1	LS		0.00		0.00	(202,392.00)	(202,392.00)		0.00		0.00	0.00	-202,392.00
09.2200	STUCCO	1	LS		0.00		0.00	289,600.00	289,600.00		0.00		0.00	0.00	289,600.00



VALUE OPPORTUNITIES

7.15.2019

				(\$3,750,275)	
	Descriptions of Scopes/Trades	VE Quote	Accept Reject	Accepted VE Total	Comments
1	Exclude Lecture Hall scope: Tiered Floor, Revised Ceiling and Lecture Hall Seating. (work to be done in Phase 3)				
	- DIV 12 FIXED SEATINGS: Delete scope of Lecture Hall - move to phase 3	(\$73,567.00)	ACCEPT	(\$73,567)	OWNER TO SUPPLY FURNITURE
	DIV 3 - CONCRETE				
3	STAMPED & STAINED CONCRETE	\$ (134,000.00)	ACCEPT	(\$134,000)	
4	STAINING DRAINAGE FLUME	\$ (22,000.00)	ACCEPT	(\$22,000)	
6A	6" PAVING IN LIEU OF 5"	\$ 92,100.00	ACCEPT	\$92,100	PER GEOTECH COORDINATION
7	REVISED PIER DEPTH PER GEOTECH COORDINATION	\$ (19,422.00)	ACCEPT	(\$19,422)	PER GEOTECH COORDINATION
	DIV 6 - WOOD & PLASTICS				
10	WD 4 PANELING @ TICKET BOOTH	\$ (1,200.00)	ACCEPT	(\$1,200)	
12	WD4 GYM LOBBY	\$ (38,250.00)	ACCEPT	(\$38,250)	
13	WD4 AUDITORIUM LOBBY	\$ (19,550.00)	ACCEPT	(\$19,550)	
	DIV 7 - THERMAL & MOISTURE PROTECT				
14	BASF OR PROSOCO AIR BARRIER	\$ (58,500.00)	ACCEPT	(\$58,500)	BASF UTILIZED ON OTHER ARGYLE PROJECTS
15A	45 MIL IN LIEU OF 60 MIL - SAME SYS AND WARRANTY	\$ (185,000.00)	ACCEPT	(\$185,000)	
16	DELETE NAIL BASE ON STANDING SEAM ROOF	\$ (181,000.00)	ACCEPT	(\$181,000)	PENDING VERIFICATION FROM CORGAN
	DIV 8 - OPENINGS				
18	Change doors to be 1-3/4" thick wide stile doors in lieu of the 2" thick Monumental wide stile door	\$ (20,000.00)	ACCEPT	(\$20,000)	
	DIV 9 - FINISHES				
21A	WD-5 SOFFIT CEILINGS ADDED AT AUDITORIUM LOBBY / GYM LOBBY - Exposed Structure	\$ (182,035.20)	ACCEPT	(\$182,035)	ADD PAINT
23A	WD-3 WOOD CEILINGS @ AUDITORIUM TO GYP	\$ (192,165.60)	ACCEPT	(\$192,166)	ADD PAINT
24A	WD-3 WALL PANELS @ AUDITORIUM TO GYP	\$ (116,000.00)	ACCEPT	(\$116,000)	ADD PAINT
25B	WEIGHT ROOM - REMOVE CEILINGS AND FUR DOWNS IN WEIGHT ROOM - PAINT STRUCTURE	\$ (77,880.00)	ACCEPT	(\$77,880)	ADD PAINT
27	DELETE Z-FURRING AND SHEATHING AT MP-1 PANELS ABOVE ROOF	\$ (130,500.00)	ACCEPT	(\$130,500)	
28	MODIFY AP-4 PANELS TO MATCH AP1 THRU 3	\$ (18,000.00)	ACCEPT	(\$18,000)	
29	CHANGE ALL TILE TO ACT 1	\$ (15,000.00)	ACCEPT	(\$15,000)	
32	Roppe Recoil Interlocking Rubber Tile in lieu of Roppe Tuflex	\$ (22,845.00)	ACCEPT	(\$22,845)	
33	SEALED CONCRETE IN LIEU OF RUBBER FLOORING IN THE WRESTLING ROOM	\$ (14,358.00)	ACCEPT	(\$14,358)	
34	TILE - VOLUNTARY REDUCTION BASED ON MATERIAL MFR REDUCTIONS	\$ (65,910.00)	ACCEPT	(\$65,910)	
35	PAINT - PAINT EXPOSED DUCTWORK TO MATCH DECK PT-7 IN LIEU OF PT-3	\$ (10,900.00)	ACCEPT	(\$10,900)	
36	DELETE PAINTING OF ROOF TOP GAS PIPING	\$ (9,600.00)	ACCEPT	(\$9,600)	
	DIV 10 - SPECIALTIES				
37	SIGNAGE - DELETE IF TO BE INCLUDED AS PART OF THE \$200,000 ALLOWANCE	\$ (52,382.00)	ACCEPT	(\$52,382)	
	DIV 12 - FURNISHINGS				
	BISTRO EQUIPMENT				
39O	ICE MAKER WITH BIN	\$ (4,003.00)	ACCEPT	(\$4,003)	
39P	HI PSI WATER CONNECTIONS & FITTINGS	\$ (108.00)	ACCEPT	(\$108)	
39Q	ROLL-IN REFRIGERATOR	\$ (7,566.00)	ACCEPT	(\$7,566)	
39R	SPEEDELIGHT SANDWICH PRESS (QUANTITY 2)	\$ (15,972.00)	ACCEPT	(\$15,972)	
39S	ROLL-IN FREEZER	\$ (9,780.00)	ACCEPT	(\$9,780)	
	KITCHEN EQUIPMENT				
40D	COMBI OVEN, GAS (QUANTITY 2)	\$ (44,418.00)	ACCEPT	(\$44,418)	
40K	ROOL-IN HEATED CABINET	\$ (7,148.00)	ACCEPT	(\$7,148)	
40L	OPEN DISPLAY MERCHANDISER (QUANTITY 2)	\$ (34,390.00)	ACCEPT	(\$34,390)	
		\$ -			
44	LABORATORY: OMIT THE MARINE EDGE OF THE EPOXY TOPS	\$ (6,643.00)	ACCEPT	(\$6,643)	
	DIV 13 - SPECIAL CONSTRUCTION				
45	BUNDLE WENGER CABINETS AND SOUNDLOK SOUND ROOMS	\$ (19,720.80)	ACCEPT	(\$19,721)	
	DIV 23 - MECHANICAL				
46C	SWITCH FROM AAON TO CARRIER EQUIPMENT	\$ (294,097.00)	ACCEPT	(\$294,097)	Carrier is on the existing building.
47	SINGLE WALL LINED DUCT IN LIEU OF DOUBLE WALLED	\$ (21,000.00)	ACCEPT	(\$21,000)	ask mep engineer
	DIV 26 - ELECTRICAL				
48	Sports Lighting was not shown in 90% and was Added in Addendum #2	\$ (2,000,000.00)	ACCEPT	(\$2,000,000)	
49A	Musco Sports Lighting @ Tennis Courts Only	\$ 301,500.00	ACCEPT	\$301,500	
50	Musco Sports Lighting @ Track	\$ 472,700.00	ACCEPT	\$472,700	need track lighting
51	Delete empty conduits above hard ceilings	\$ (30,000.00)	ACCEPT	(\$30,000)	

52	Aluminum Feeders - 200amps and up	\$ (115,000.00)	ACCEPT	(\$115,000)	
53	Aluminum bussing / Aluminum windings in transformers	\$ (27,000.00)	ACCEPT	(\$27,000)	
54	MC cable in walls and from fixture to fixture in ceiling / conduit only for home runs	\$ (35,000.00)	ACCEPT	(\$35,000)	
DIV 28 - ELECT. SAFETY & SECURITY					
56	AUDIO/VISUAL - Potential Savings focusing on changing the projector type, mics and speakers	\$ (20,000.00)	ACCEPT	(\$20,000)	
DIV 31 - EARTHWORK					
57	REVISED EARTHWORK PER GEOTECH COORDINATION	\$ 214,710.00	ACCEPT	\$214,710	PER GEOTECH COORDINATION
69	Exclude Locker Room Scope in Unit 'M' - (Scope moved to Phase 3)				
	- DIV 22 & 23 PLUMBING & HVAC	\$ (54,900.50)	ACCEPT	(\$54,901)	
	- DIV 26 ELECTRICAL	\$ (92,150.00)	ACCEPT	(\$92,150)	
	- DIV 27 COMMUNICATIONS	\$ (2,620.00)	ACCEPT	(\$2,620)	
	- DIV 28 FIRE ALARM	\$ (850.00)	ACCEPT	(\$850)	
70	Exclude Locker Room Scope and Entry Vestibule in Unit 'N' - (Scope moved to Phase 3)				
	- DIV 03 CONCRETE	\$ (46,220.00)	ACCEPT	(\$46,220)	
	- DIV 04 MASONRY	\$ (29,600.00)	ACCEPT	(\$29,600)	
	- DIV 05 METAL	\$ (11,000.00)	ACCEPT	(\$11,000)	
	- DIV 06 ARCHITECTURAL MILLWORK	\$ (5,000.00)	ACCEPT	(\$5,000)	
	- DIV 07 ROOFING	\$ (37,500.00)	ACCEPT	(\$37,500)	
	- DIV 08 OPENINGS	\$ (13,600.00)	ACCEPT	(\$13,600)	
	- DIV 08 STOREFRONT	\$ (28,000.00)	ACCEPT	(\$28,000)	
	- DIV 09 DRYWALL & ACOUSTICS	\$ (27,537.00)	ACCEPT	(\$27,537)	
	- DIV 09 SEALED CONCRETE	\$ (265.00)	ACCEPT	(\$265)	
	- DIV 09 PAINTING	\$ (6,162.00)	ACCEPT	(\$6,162)	
	- DIV 10 SPECIALTIES	\$ (3,356.00)	ACCEPT	(\$3,356)	
	- DIV 10 LOCKERS	\$ (16,988.00)	ACCEPT	(\$16,988)	
	- DIV 21 FIRE SUPPRESSION	\$ (5,000.00)	ACCEPT	(\$5,000)	
	- DIV 22 & 23 PLUMBING & HVAC	\$ (117,000.00)	ACCEPT	(\$117,000)	
	- DIV 26 ELECTRICAL	\$ (50,650.00)	ACCEPT	(\$50,650)	
	- DIV 27 COMMUNICATIONS	\$ (1,643.00)	ACCEPT	(\$1,643)	
	- DIV 28 FIRE ALARM	\$ (2,900.00)	ACCEPT	(\$2,900)	
Total Possible VE Options				(\$3,750,275)	