



**ROUND ROCK**  
INDEPENDENT SCHOOL DISTRICT

# STUDENT HANDBOOK

**2025-2026**

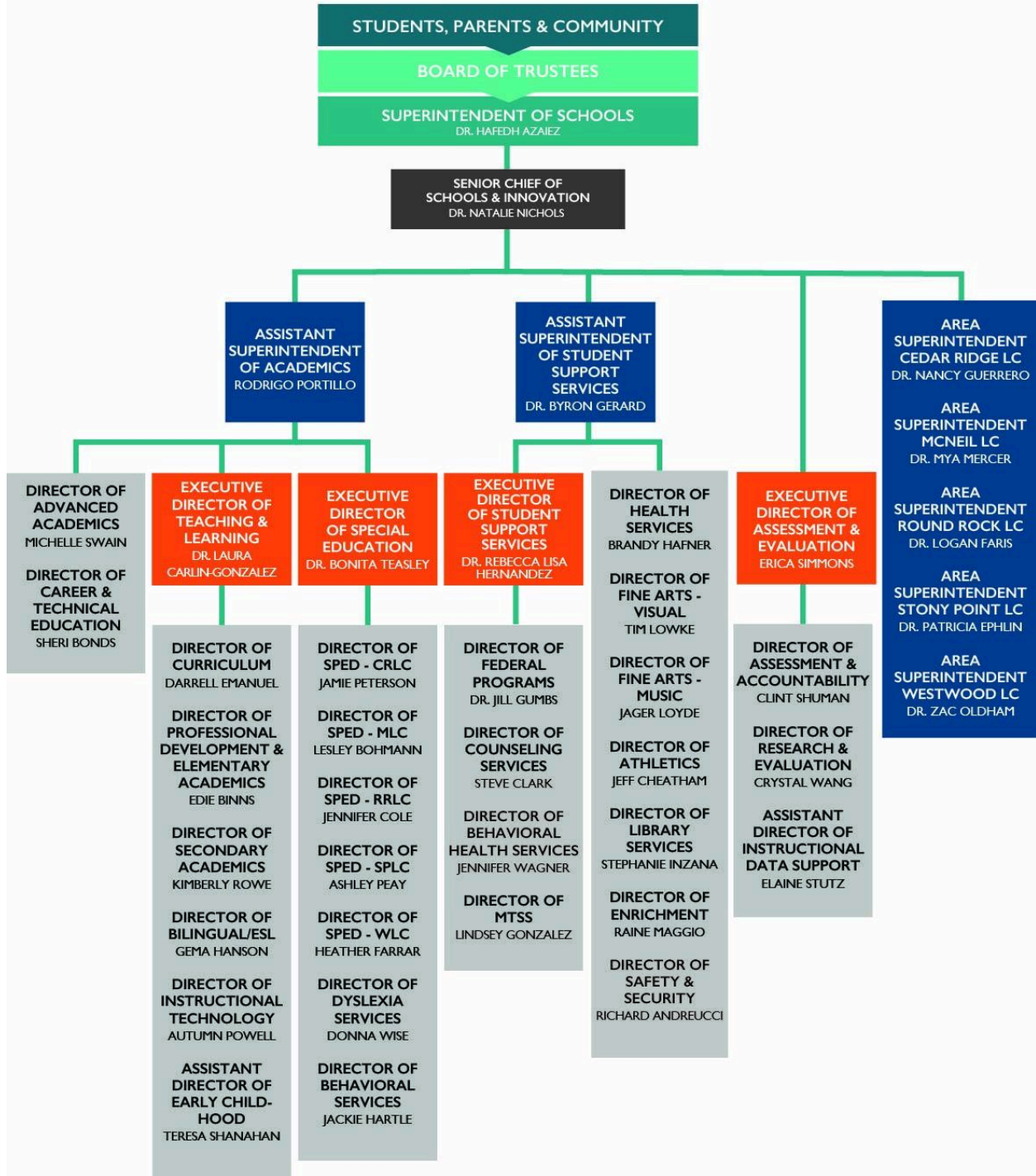
It starts with

**US!**

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# ORGANIZATIONAL CHART



Last updated 10-01-2025

 **ROUND ROCK**  
INDEPENDENT SCHOOL DISTRICT



**Superintendent of Schools**  
**Dr. Hafeedh Azaiez**

- Board of Trustees**  
**Chuy Zárate, Place 1**  
**Melissa Ross, Place 2**  
**Amber Landrum, Place 3**  
**Alicia Markum, Place 4**  
**Amy Weir, Place 5**  
**Fabian Cuero, Place 6**  
**Dr. Michael Wei, Place 7**

*Regular meetings of the Board of Trustees are usually held on the third Thursday of each month at the Round Rock High School 100 lecture hall (300 N Lake Creek Dr., Round Rock, TX 78681)*

*[Board meeting dates and livestream information.](#)*

Thank you for choosing Round Rock ISD. We're glad you're here.

Our team of compassionate certified educators, dedicated support staff, and supportive administrators are committed to investing in every student's potential. We look forward to partnering with you to provide your child with the best education possible.

By striving to be their best, students can build a confident future and create countless opportunities to turn their dreams into reality - the possibilities for their success are limitless.

The Student Parent Handbook is a valuable resource that can acquaint you with the programs and resources offered by our district that are useful to you and your child.

The handbook includes a section on the Student Code of Conduct with key information to help maintain a safe and structured learning environment. We invite you to review and discuss these guidelines with your student(s), as safety and respect are shared responsibilities across our school community.

We believe our students' success and growth are rooted in the shared efforts, values, and actions of our educators, staff, students, families, and community. Together, we create a supportive and inclusive environment that fosters excellence and achievement for all.

Our schools provide unparalleled opportunities for your child to achieve academic and personal success while developing them as a lifelong learner. To learn more about our district, get involved, find resources, or attend one of our community events, visit our district and your campus websites, read our e-newsletters, and connect with us on social media.

Welcome and thank you again for choosing Round Rock ISD.

Respectfully,



Dr. Hafedh Azaiez  
Superintendent of Schools

**INSPIRING STUDENTS TO LEARN; EMPOWERING STUDENTS FOR LIFE.**



**ROUND ROCK ISD**  
DISTRICT CALENDAR

**2025-2026**

Elementary School 7:35-2:55 • Middle School 8:15-3:35 • High School 9:00-4:20

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER																																																																																																																																																																																							
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- August**  
4-11: Staff Dev./Prep.  
12: First Day for Students
- September**  
1: Student & Staff Holiday/Labor Day  
22-23: Student Holiday/Staff Dev./ Rosh Hashanah
- October**  
13: Student Holiday/Staff Dev./Elem. Conferences/Indigenous Peoples' Day/Columbus Day  
20: YOU Day/Student & Staff Holiday/ Diwali
- November**  
7: Student Holiday/Staff Dev.  
24-28: Student & Staff Holiday/Fall Break

- December**  
18: Last Day of Classes/First Semester Ends  
19: Student Holiday/Teacher Work Day  
22-31: Student & Staff Holiday/Winter Break
- January**  
1-2: Winter Break - Student & Staff Holiday  
5: Student Holiday/Staff Dev.  
19: Student & Staff Holiday/Martin Luther King Jr. Day
- February**  
16: YOU day/Student & Staff Holiday/ Presidents Day  
17: Student Holiday/Staff Dev./ Lunar New Year

- March**  
16-20: Spring Break - Student/Staff Holiday
- April**  
3: Student & Staff Holiday/Good Friday  
21: Last Day of Classes/Second Semester Ends  
22: Teacher Work Day  
25: Staff Holiday/Memorial Day
- June**  
19: Staff Holiday/Juneteenth

**COLOR KEY**

- Student Holiday/Staff Development Day/Teacher Workday
- Student/Staff Holiday
- First/Last Day of School
- First/Last Days of Nine-Weeks Grading Period
- District Closed

 <p><b>Round Rock ISD Learning Communities</b></p>		<p>For more information about the Round Rock ISD Learning Communities please contact:  <b>Imelda Garza</b> - Cedar Ridge and Westwood 464-5092  <b>Olivia Carreno</b> - McNeil and Stony Point 464-5031  <b>Stephanie Cheatham</b> - Round Rock 464-5131</p>	
<p><b>Dr. Hafedh Azaiez</b> Superintendent of Schools  <b>Dr. Natalie Nichols</b> Senior Chief of Schools and Innovation</p>			
 <p>Area Superintendent of Cedar Ridge Learning Community  <b>Dr. Nancy Guerrero</b></p>	 <p>Area Superintendent of McNeil Learning Community  <b>Dr. Mya Mercer</b></p>	 <p>Area Superintendent of Round Rock Learning Community  <b>Dr. Logan Faris</b></p>	 <p>Area Superintendent of Stony Point Learning Community  <b>Dr. Patricia Ephlin</b></p>
<p><b>Cedar Ridge High School</b></p>	<p><b>McNeil High School</b></p>	<p><b>Round Rock High School</b></p>	<p><b>Stony Point High School</b></p>
<p>CD Fulkes Middle School                  Ridgeview Middle School                  Success High School</p>	<p>Deerpark Middle School                  Pearson Ranch Middle School</p>	<p>Cedar Valley Middle School                  Chisholm Trail Middle School                  GOALS                  Walsh Middle School</p>	<p>Early College High School                  Hernandez Middle School                  Hopewell Middle School</p>
<p>Berkman Elem School                  Blackland Prairie Elem School                  Callison Elem School                  Forest Creek Elem School                  Gattis Elem School                  Voigt Elem School</p>	<p>Brushy Creek Elem School                  England Elem School                  Forest North Elem School                  Jollyville Elem School                  Joe Lee Johnson Elem School                  Live Oak Elem School                  Pond Springs Elem School                  Wells Branch Elem School</p>	<p>Chandler Oaks Elem School                  Bluebonnet Elem School                  Cactus Ranch Elem School                  Deep Wood Elem School                  Fern Bluff Elem School                  Great Oaks Elem School                  Old Town Elem School                  Sommer Elem School</p>	<p>Caldwell Heights Elem School                  Double File Trail Elem School                  Herrington Elem School                  Redbud Elem School                  Robertson Elem School                  Teravista Elem School                  Union Hill Elem School</p>
<p>Area Superintendent of Westwood Learning Community  <b>Dr. Zac Oldham</b></p>	<p>Area Superintendent of Westwood Learning Community  <b>Dr. Zac Oldham</b></p>		
<p><b>Westwood High School</b></p>	<p><b>Westwood High School</b></p>		
<p>Canyon Vista Middle School                  Grisham Middle School                  Round Rock Opp. Center</p>	<p>Canyon Vista Middle School                  Grisham Middle School                  Round Rock Opp. Center</p>		
<p>Anderson Mill Elem School                  Canyon Creek Elem School                  Caraway Elem School                  Elementary DAEP                  Laurel Mountain Elem School                  Purple Sage Elem School                  Spicewood Elem School</p>	<p>Anderson Mill Elem School                  Canyon Creek Elem School                  Caraway Elem School                  Elementary DAEP                  Laurel Mountain Elem School                  Purple Sage Elem School                  Spicewood Elem School</p>		
<p><a href="http://www.roundrockisd.org">www.roundrockisd.org</a></p>			
<p>Updated April 25, 2024</p>			

## Table of Contents

Preface Parents and Students.....	10
Accessibility.....	11
<b>Section One: Parental Rights.....</b>	<b>12</b>
Consent, Opt-Out, and Refusal Rights.....	12
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction.....	19
Right of Access to Student Records, Instructional Materials, and District Records/Policies.....	20
A Student with Exceptionalities or Special Circumstances.....	25
<b>Section Two: Other Important Information for Parents &amp; Students.....</b>	<b>33</b>
Absences/Attendance.....	33
Accountability under State and Federal Law (All Grade Levels).....	41
Armed Services Vocational Aptitude Battery Test (Grades 10-12).....	41
Bullying (All Grade Levels).....	41
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only).....	49
Celebrations (All Grade Levels).....	50
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels).....	50
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only).....	55
Class Schedules (Secondary Grade Levels Only).....	55
College and University Admissions and Financial Aid (All Grade Levels).....	56
College Credit Courses (Secondary Grade Levels Only).....	57
Communications (All Grade Levels).....	57
Complaints and Concerns (All Grade Levels).....	58
Conduct (All Grade Levels).....	59
Counseling.....	60
Course Credit (Secondary Grade Levels Only).....	61
Credit by Examination – If a Student Has Taken the Course/Subject (Grades 6-12).....	62
Credit by Examination for Advancement/Acceleration – If a Student Has Not Taken the Course/Subject.....	62
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).....	63
Discrimination.....	64
Distance Learning (All Grade Levels).....	67
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	67
Dress and Grooming (All Grade Levels).....	69
Electronic Devices and Technology Resources (All Grade Levels).....	70
End-of-Course (EOC) Assessments.....	73

Emergent Bilingual Students (All Grade Levels).....	73
Extracurricular Activities, Clubs, and Organizations (All Grade Levels).....	73
Fees (All Grade Levels).....	77
Fundraising (All Grade Levels).....	77
Gang-Free Zones (All Grade Levels).....	77
Grade-Level Classification (Grades 9-12 Only).....	78
Grading Guidelines (All Grade Levels).....	78
Graduation (Secondary Grade Levels Only).....	78
Harassment.....	85
Hazing (All Grade Levels).....	85
Health – Physical and Mental.....	87
Health-Related Resources, Policies, and Procedures.....	95
Law Enforcement Agencies (All Grade Levels).....	97
Leaving Campus (All Grade Levels).....	98
Lost and Found (All Grade Levels).....	99
Makeup Work.....	100
Nondiscrimination Statement (All Grade Levels).....	101
Nontraditional Academic Programs (All Grade Levels).....	102
Parent and Family Engagement (All Grade Levels).....	103
Parking and Parking Permits (Secondary Grade Levels Only).....	104
Pledges of Allegiance and a Minute of Silence (All Grade Levels).....	105
Prayer (All Grade Levels).....	105
Promotion and Retention.....	105
Release of Students from School.....	106
Report Cards/Progress Reports and Conferences (All Grade Levels).....	106
Retaliation.....	116
Required State Assessments.....	116
Safety (All Grade Levels).....	118
SAT, ACT, and Other Standardized Tests.....	120
Schedule Changes (Middle and High School Grade Levels).....	120
School Facilities.....	121
School-Sponsored Field Trips (All Grade Levels).....	126
Searches and Investigations.....	126
Sexual Harassment.....	127
Special Programs (All Grade Levels).....	127
Standardized Testing.....	128
Student Names (All Grade Levels).....	128
Student Speakers (All Grade Levels).....	128
Summer School (All Grade Levels).....	129

Tardies (All Grade Levels)..... 129

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).....129

Transfers (All Grade Levels)..... 130

Transportation (All Grade Levels)..... 130

Vandalism (All Grade Levels)..... 133

Video Cameras (All Grade Levels)..... 134

Visitors to the School (All Grade Levels)..... 134

Volunteers (All Grade Levels)..... 135

Voter Registration (Secondary Grade Levels Only)..... 136

Withdrawing from School (All Grade Levels)..... 136

Glossary..... 136

Round Rock ISD Campus Information and Campus Behavior Contact..... 140

Appendixes / Forms..... 150

Information Regarding Permissions Form.....

Información con Respecto al Formulario de Permisos.....

Permissions Form.....

Formulario de Permisos.....

Student Clubs: Parental Consent for Participation.....

Student Interviewer Identification and Notification.....

Absences Due to Life Threatening Illness.....

Request for Exam for Acceleration or Credit by Exam.....

Request for Elementary Examination for Acceleration.....

TEA Overview of School Discipline in Texas .....

Quick 89th Legislative Guide to Updates.....

TEA Parental Rights and Options Information.....

Guest Speakers.....

Transfers and Varsity Athletic Eligibility.....



## Preface Parents and Students

### ***Welcome to the new school year!***

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

The ***Round Rock ISD Student Handbook*** is a general reference guide that is divided into two sections:

**Section One: Parental Rights** describes certain parental rights as specified in state or federal law.

**Section Two: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by 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 law, board-adopted 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 *Round Rock ISD Student Code of Conduct*. To review the Code of Conduct, visit the district’s website at <https://roundrockisd.org/parents/student-parent-handbooks/>. 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 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.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student’s campus. <https://roundrockisd.org/schools/all-schools/>

**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 <https://pol.tasb.org/PolicyOnline?key=1245>.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

Chief of Public Affairs and Communication [community\\_relations@roundrockisd.org](mailto:community_relations@roundrockisd.org).

**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)
- Consent/Opt-Out Form for participation in third-party surveys

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

## Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Chief of Public Affairs and Communication @ [community\\_relations@roundrockisd.org](mailto:community_relations@roundrockisd.org).

## Section One: 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 or Psychiatric Evaluation

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

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

#### Consent to Human Sexuality Instruction

##### **Annual Notification**

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

Texas Health Skills for Middle School textbook for grades 6 through 8 for the 2025-26 school year with the following stipulations:

1. Only the following chapters are adopted from the main textbook.
  - a. Chapter 15: Promoting Healthy Relationships; and
  - b. Chapter 16: Human Development
2. The following chapters from the Companion Text are adopted:
  - a. Chapter 17: Puberty
  - b. Chapter 18: Preventing and responding to violence;
  - c. Chapter 19: Making responsible sexual decisions; and
  - d. Chapter 20: Sexual transmitted infections and HIV/AIDS

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).] See page 58

Curriculum can be reviewed by parents and guardians at

[https://docs.google.com/document/d/1kwrDPIhMVSCoJ8Vi9y8uXvBmzqWzmDp9mhy-P28n\\_B0/edit?usp=sharing](https://docs.google.com/document/d/1kwrDPIhMVSCoJ8Vi9y8uXvBmzqWzmDp9mhy-P28n_B0/edit?usp=sharing)

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
- 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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**] See page 13

### ***Consent Before Human Sexuality Instruction***

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

### ***Annual Notification***

Students receive instruction in middle and high school related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Texas Health Skills for Middle School for grades 6 through 8 for the 2025-26 school year with the following stipulations:

The following chapters from the Companion Text are adopted:

*Chapter 18: Preventing and responding to violence;*

All content related to Chapter 18: Preventing or Responding to Violence will be taught with or by a counselor or school social worker or a counselor or school social worker should be aware when the content is being taught to prepare for referrals and /or student support.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and policy FNG for information on the grievance and appeals process.] See page 58

[See **Consent to Human Sexuality Instruction, Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**] See page 13

## Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district 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 contact your local mental health authority. In Williamson County, this is Bluebonnet Trails Community Services at 800-841-1255. In Travis County, contact Integral Care at 512-472-4357, or contact the school counselor for more information related to suicide prevention services available in your area. In case of an emergency, parents should call 9-1-1. You may also contact the National Suicide Prevention Lifeline by dialing 9-8-8.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

The mental health liaison can be reached by calling your child's school counselor. Information for your child's school counselor can be found on the campus website or by visiting the Counseling Services website at <https://studentservices.roundrockisd.org/counseling-services/>. The district additionally has a team of master's level social workers who are Licensed Mental Health Professionals. Referrals to social workers are made through campus counselors, nurses, district police officers and administrators. Further information as well as links to community mental health resources can be found on the Department of Behavioral Health Services website at <https://behavioralhealth.roundrockisd.org/>. [See **Mental Health Support (All Grade Levels)**] See page 86

## 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
- 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.

See: (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>) 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 the recording is to be used for:

- 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.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

## Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40% of a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

## 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 the class to relay information about class work, homework, and tests. A parent is welcome to access 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.

**OR**

The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages.

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

As allowed by state law, the district has identified two directory information lists – one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, honors and awards received, dates of attendance, grade level, most recent educational institution attended, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

**Note:** Also see **Authorized Inspection and Use of Student Records**. See page 20

### **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 their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet. See page 148]

## Participation in Third-Party Surveys

### ***Consent Required Before Student Participation in a Federally Funded Survey***

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

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

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

## Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction. See page 13

## 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 to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- 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 any of the following apply:

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

[See policy EHBK(LEGAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

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

A parent may request that their 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 (All Grade Levels)** and policy EC(LEGAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## Religious or Moral Beliefs

A parent may remove their 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. The student must also 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
- 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, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

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

See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

### Parent Review of 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, whether instruction is delivered in-person, virtually, or remotely.

The district will make [instructional materials](#) available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

A school must provide printed versions of [electronic instructional materials](#) to a student if the student does not have reliable access to technology at home.

Teachers will provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of the plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

## District Review of Instructional Materials

A parent may request that the district conduct an instructional materials review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

## Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion.

[See the **Student Code of Conduct** <https://roundrockisd.org/parents/student-parent-handbooks/> and policy **FO(LEGAL)** <https://pol.tasb.org/PolicyOnline?key=1245> for more information.]

## 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 their child's participation in required assessments.

## Student Records

### *Accessing Student Records*

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations

- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- 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**, 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
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

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 about 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 unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- 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 school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- 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
- Investigating or evaluating programs

School officials may 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 person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- 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. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.] See page 20

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 custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records 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 10 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.

You may contact the custodian of records for currently enrolled students at the student's home campus.

You may contact the custodian of records for students who have withdrawn or graduated at the last campus attended.

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 custodian of records. 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 the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels)**, and Finality of Grades at policy FNG(LEGAL).]

<https://pol.tasb.org/PolicyOnline?key=1245> See page 105

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 <https://roundrockisd.org/> at <https://pol.tasb.org/PolicyOnline?key=1245>.

**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 about the professional qualifications of their 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
- Is currently teaching in the field or discipline of their 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 (<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) 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 virtual or hybrid courses offered by the district or another district or school
- 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
- 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 \(https://tea.texas.gov/about-tea/other-services/military-family-resources\)](https://tea.texas.gov/about-tea/other-services/military-family-resources).

## Parental Role in Certain Classroom and School Assignments

### *Multiple-Birth Siblings*

State law permits a parent of multiple-birth siblings (for example, 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) for more information @ <https://pol.tasb.org/PolicyOnline?key=1245>]

### ***Safety Transfers/Assignments***

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying and identity-based bullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

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

[See **Bullying (All Grade Levels)** page 41, and policies FDB and FFI for more information]  
<https://pol.tasb.org/PolicyOnline?key=1245>

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

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

### **Student Use of a Service/Assistance Animal**

A parent of a student who uses a service/assistance animal because of the student's disability must submit a 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 10 district business days.

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

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care and under temporary or permanent conservatorship of the Texas Department of Family and Protective Services. The caregiver should provide proper documentation confirming that the child is in foster care and that the caregiver has the authority to enroll the student.

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).] <https://pol.tasb.org/PolicyOnline?key=1245>

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

[See **Round Rock ISD Foster Care** <https://stateandfederal.roundrockisd.org/foster-care/>]

[See **Credit by Examination for Advancement/Acceleration – If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)**] See page 60

## A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student experiencing homelessness, when qualified by the Families in Transition program, is not required to provide proof of residency for enrollment. The student will be provided flexibility regarding other district provisions, including:

- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

For more information on services for students who are homeless - [See **Round Rock ISD Families in Transition** <https://stateandfederal.roundrockisd.org/Families-in-Transition/>]

Federal law allows a student experiencing homelessness 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 student who is homeless 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.

For more information on services for students who are homeless - [See **Round Rock ISD Families in Transition** <https://stateandfederal.roundrockisd.org/Families-in-Transition/>]

[See **Credit by Examination for Advancement/Acceleration – If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)**.] See page 61

## **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, a 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](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)). 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 about 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 contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

**Bonita Teasley , Executive Director of Special and 504**  
**1311 Round Rock Ave, Round Rock TX. 78681**  
[bonita.teasley@roundrockisd.org](mailto:bonita.teasley@roundrockisd.org)  
**(512) 464-5149**

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

**Will Renfro**  
**Transition Specialist - Special Education Department**  
**1311 Round Rock Ave, Round Rock TX. 78681**  
[will.renfro@roundrockisd.org](mailto:will.renfro@roundrockisd.org)

### **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
- 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:

**Bonita Teasley**

**Executive Director of Special and 504**

**1311 Round Rock Ave, Round Rock TX. 78681**

[bonita\\_tasley@roundrockisd.org](mailto:bonita_tasley@roundrockisd.org)

**(512) 464-5149**

[See **A Student with Physical or Mental Impairments Protected under Section 504**] See page 25

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/)  
([https://fw.escapps.net/Display\\_Portal?destination=/](https://fw.escapps.net/Display_Portal?destination=/))
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources)  
(<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

### **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.

### **Texas Driving with Disability Program**

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

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

### **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 their 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 is 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 before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## **A Student Who Speaks a Primary Language Other than English**

A student may be eligible to receive specialized support if their 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.

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]  
See page 72

## 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 support under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information. See page 25]

<https://pol.tasb.org/PolicyOnline?key=1245>



## Section Two: Other Important Information for Parents & Students

*This section contains important information on academics, school activities, and school operations and requirements.*

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your student's home campus.

### Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences. Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

### Compulsory Attendance

#### *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.

#### *Ages 6-18*

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

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

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

#### *Age 19 and Older*

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

## Compulsory Attendance – Exemptions

### *All Grade Levels*

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days and religious instruction
- Required court appearances
- Appearing at a governmental office to obtain the student's U.S. citizenship
- Taking part in the student's US naturalization oath ceremony
- Serving as an election clerk for students who are 16 years or older.
- Health-care appointments, including mental health, for the student or a child of the student, and including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
  - An activity required under a court-ordered service plan
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families**.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunications and Other Electronic Devices (All Grade Levels)**.

### *Secondary Grade Levels*

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification (Secondary Grade Levels Only)**.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence

- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

## **Compulsory Attendance – Failure to Comply**

### ***All Grade Levels***

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

### ***Students with Disabilities***

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

### ***Ages 6-18***

When a student aged 6-18 has three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences 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) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

### ***Age 19 and Older***

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

### **Attendance for Credit or Final Grade (All Grade Levels)**

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it 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. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL). <https://pol.tasb.org/PolicyOnline?key=1245>

### **Official Attendance-Taking Time (All Grade Levels)**

The district will take official attendance every day at the time determined by the principal prior to the start of the school year. Once a time has been determined a campus may not change it at any time during the school year.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

## Documentation after an Absence (All Grade Levels)

A parent or legal guardian must explain any absence upon the student's arrival or return to school. The student's parent or guardian must communicate with the school the reason for the student's absence through a written note, signed by the parent or guardian, phone call, email, or through an approved district method of communication. The school must receive this communication within five school days of the student's return to school.

A note signed by the student 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 whether the absence is excused or unexcused.

**Note:** The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

## Doctor's Note after an Absence for Illness (All Grade Levels)

Within **five** days of returning to school, a student who is absent for more than **five** 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 absence. Otherwise, the absence may be considered unexcused and 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 absence to determine whether an absence will be excused or unexcused.

## Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by contacting the campus principal.

## Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The Verification of Enrollment form is available online. <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>

More information is available on the Texas Department of Public Safety website. <https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>

[See **Compulsory Attendance – Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.] See page 33

## Requirements for student to be considered present for Foundation School Program (FSP) purposes

A student who is present at the official attendance taking time is counted present for funding purposes. Except for the reasons listed in the following bulleted paragraphs, a student who is absent at the official attendance taking time is counted absent for funding purposes.

A student who is on a campus at the official attendance taking time, but who is not in their assigned classroom, is considered in attendance for FSP purposes provided they are with a campus official (i.e.: administrator, nurse, or counselor).

A student not on campus at the time attendance is taken may be considered in attendance for FSP purposes for one of the following reasons:

- A student who misses school for the purpose of observing a **religious holy day or for religious instruction**, including traveling for those purposes.

**Required documentation:** A written note or email from the student's parent or guardian, stating the holy day(s) or religious instruction that the student will be participating in, as well as the specific travel days required.

- State law allows for students to be excused from school to attend religious instruction for up to 5 hours per week. Prior written notice must be provided by the parent or guardian to the school. Students will be responsible for making up any missed assignments. The entity offering the released time course must maintain and submit attendance records to the campus, upon request.
  - Round Rock ISD will allow students to temporarily leave instructional time (no longer than 15 minutes) for the purpose of participating in a religious observance such as noon prayer. Arrangements must be approved by the principal or designee in advance and the observance be conducted in a designated space determined by the principal or designee.
- A student who misses school to attend a required **court appearance**, including traveling for that purpose.  
**Required documentation:** A copy of a subpoena (if applicable) or other court documents stating that the student's appearance was required.
  - A student who misses school to appear at a government office in order to complete paperwork required for the student's **application for U.S. citizenship**, including traveling for that purpose.  
**Required documentation:** A signed letter from the student's legal representative or other documentation from the U.S. Citizenship and Immigration Service, affirming that the student's absence was associated with the application for citizenship.
  - A student who misses school to take part in the student's own **U.S. naturalization oath ceremony**, including traveling for that purpose.  
**Required documentation:** A copy of the letter detailing when the student's ceremony will take place, as well as a signed letter from the student's parent specifying the travel dates.

- A student who is temporarily absent because of a documented **appointment for the student or the student's child with a health-care professional** licensed to practice in the United States.

**Required documentation:** A signed note from the doctor's office.

**\*\*Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see Telecommunication and Other Electronic Devices on page 70.**

- Absences resulting from a **serious or life-threatening illness or related treatment** that makes a student's attendance infeasible;  
**Required documentation:** Documentation from a health care professional licensed, certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.
- A student with a **mental health or substance abuse condition who is being treated** for a serious illness (TEC, §25.087(b) (3)) in an outpatient day treatment program or partial hospitalization program, under the care of a healthcare professional licensed, certified, or registered to practice in Texas, shall be excused for the authorized treatment period, and shall not be withdrawn from school.  
**Required documentation:** The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.
- A student in the **conservatorship of the Department of Family and Protective Services (DFPS)** who is absent to attend a court-ordered mental health appointment, therapy appointment, family visitation, or any other activity ordered by a court.  
**Required documentation:** A statement signed by the student's caseworker or other education decision-maker or a copy of relevant sections of the court order.
- A student who is absent to visit his or her **parent, stepparent, or legal guardian** who has been **called to duty for, is on leave from, or immediately returned from continuous deployment** of at least four months, and who meets the requirements in FEA (LEGAL).  
**Required documentation:** A copy of the deployment orders or other corroborating information.

### **For Secondary Grade Levels Only**

- The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following: **Visiting a driver's license office** to obtain a learner license or to obtain a driver's license.

**Required documentation:** A copy of the student's learner's permit or driver's license obtained during the absence. The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

- A student who is a junior or senior visiting an **institution of higher education**.  
**Required documentation:** The completed and signed Verification of Higher Education Visit. [SeeFEA(EXHIBIT)] <https://pol.tasb.org/PolicyOnline?key=1245>
- A student who is 17 years of age or older who is **pursuing enlistment in the military**.  
**Required documentation:** Paperwork signed by the relevant military branch showing that the student's absence was related to enlistment.
- The district will allow a student who is at least 16 years of age to be absent for up to two days per school year to serve as:
  1. An early **voting clerk**, provided the district's board has authorized this in policy FEA(LOCAL), <https://pol.tasb.org/PolicyOnline?key=1245> the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
  2. An **election clerk**, if the student makes up any work missed.**Required documentation:** Verification of attendance from the Head Election Clerk.
- A student in grades 6–12 who misses school in order to **sound “Taps”** at a military honors funeral held in Texas for a deceased veteran.  
**Required documentation:** A signed note from the student's parent or a copy of an obituary or funeral program.
- A student who is a junior or senior **visiting a professional at that professional individual's workplace** for career investigation:  
**Required documentation:** Note signed by that workplace professional stating the date and the time the student visited.

## Truancy Prevention and Other Excused Absences

**Excused Absence** - Excused absences include personal illness or death in the immediate family (parent, sibling, grandparent, or a member of the immediate household). Family or household emergencies may also be excused at the discretion and approval of the campus principal or superintendent. Examples are, but are not limited to, the death of a non-household family member, domestic emergency, car accident, or vehicle failure.

**Unexcused Absence** - A student absent from school for any reason other than those described above will be assigned an unexcused absence. There is no academic penalty for an unexcused absence unless the student is found to be truant. Excessive absences can result in loss of credit. A student absent from school without the approval of the school officials and parents will be considered truant and subject to disciplinary action. Prompt and strict action will be taken against truant students.

A parent must provide an explanation for any absence upon the student's arrival or return to school. Absence notes must be received within five days of the student's return to school.

## Accountability under State and Federal Law (All Grade Levels)

**Round Rock ISD** and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's website at <https://roundrockisd.org/departments/assessment/performance-indicators/>. Hard copies of any reports are available upon request to the district's administration office.

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

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>

## Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered at least one opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal or lead high school counselor for information about this opportunity.

## Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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
- Infringes on the rights of the victim at school

The term bullying includes cyberbullying and identity-based bullying.

Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

"Identity-based bullying" means bullying or cyberbullying that is based on or targets:

- A student's actual or perceived race, ethnicity, color, national origin, sex, sexual orientation, gender, gender identity, religion, or disability status; or
- The actual or perceived race, ethnicity, color, national origin, sex, gender, gender identity, religion, or disability status of a person with whom a student associates or has associated.

Bullying is prohibited by the district. Bullying includes, but is not limited to:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

***Students in elementary grades will participate in:***

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

***Students in secondary grades will participate in:***

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact your student's campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by visiting the district website <https://roundrockisd.org/anonymous-reporting/>

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

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

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, the board may transfer the student to another campus in the district.

The parent of a student who has been determined 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**] See page 118

A copy of the district's bullying 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 as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL). <https://pol.tasb.org/PolicyOnline?key=1245>

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, policy FFI <https://pol.tasb.org/PolicyOnline?key=1245>, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

**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/PolicyOnline?key=1245>. Below is the text of Round Rock 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 5/16/2024**

**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying and identity-based bullying.

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.

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1245&code=FFI#legalTabContent>

### **Bullying Prohibited**

The District finds that bullying and harassment foster a climate of fear, intolerance, and disrespect that can seriously impair the physical safety and mental health of students and create conditions that negatively affect learning, undermining the ability of students to achieve their full potential. The District therefore prohibits bullying, including cyberbullying, as defined by state law, and identity-based bullying, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

"Identity-based bullying" means bullying or cyberbullying that is based on or targets:

- A student's actual or perceived race, ethnicity, color, national origin, sex, sexual orientation, gender, gender identity, religion, or disability status; or
- The actual or perceived race, ethnicity, color, national origin, sex, gender, gender identity, religion, or disability status of a person with whom a student associates or has associated.

**Examples**

Bullying of a student could occur by one or many individuals through physical contact or through electronic means and may include unwanted physical contact, intimidation through words or gestures, hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, use of slurs or epithets, rumor spreading, or ostracism.

**Minimum Standards**

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

**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, unjustified limitations on participation in the District's education programs or activities, 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 may be subject to appropriate disciplinary action.

**Bullying Prevention and Response**

The District shall commit to purposeful coordination around bullying prevention, education programming, and response to a reported incident of bullying. The District shall commit to compliance with aspects of this policy by providing adequate support and training for District and campus-level staff. Unless otherwise designated by District policy, school principals have primary responsibility for investigating and responding to incidents of bullying reported on their campus.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. 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 they have 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.

### ***Periodic Monitoring***

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

### ***Notice of Report***

When an allegation of bullying is reported, the principal or designee shall notify a parent or guardian 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 or guardian of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

### ***Supportive Measures***

Supportive measures shall promptly be made available to all students impacted by bullying regardless of their status as a victim, alleged perpetrator, or witness of a bullying incident, and regardless of whether a student elects to initiate or otherwise participate in an investigation or grievance process under this section.

Supportive measures are individualized, non-disciplinary, non-punitive measures offered as appropriate, as reasonably available, and without fee or charge, that are designed to:

- Restore or preserve an individual's access to or participation in the District's education programs or activities;
- Protect the safety and sense of belonging of impacted individuals and the broader school community; and
- Address the root causes of the bullying behavior and prevent its recurrence.

Supportive measures may include counseling, extensions of academic or other deadlines, class-related adjustments, modifications to class schedules, campus escort (can be a student), mutual restrictions on contact between the students implicated by a report of bullying, and other similar measures.

### **Prohibited Content**

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 (legally a school counselor cannot investigate bullying) 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. The principal or designee shall ensure that all students impacted by an alleged incident of bullying are provided supportive measures.

### **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 summary of the information and evidence considered;
- A determination of whether bullying occurred and the rationale for the determination; and
- Whether the victim used reasonable self-defense.
- A copy of the report shall become part of the student's educational record.

### **Notice to Parents/Guardians**

The principal or designee shall promptly notify the parents or guardians of the victim and of the student(s) who engaged in bullying at the conclusion of the investigation.

Regardless of the determination of responsibility for misconduct under this policy, the notice provided to students and parents or guardians must include the actions taken to:

- Restore or preserve a victim's access to or participation in the District's education programs or activities;
- Protect the safety and sense of belonging of the victim and the broader school community; and
- Educate the student alleged to have engaged in bullying behavior on the harm caused by the alleged bullying behavior.

## District Action

### ***Bullying***

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate corrective action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct and prevent its recurrence. In determining the appropriate actions, the District may consider the following factors:

- The impact on and goals of the victim;
- The responsible student's willingness to accept responsibility for and take steps to address the harm caused by the bullying behavior;
- The interim and ongoing steps taken to address the root causes of the bullying behavior;
- The nature, frequency, and seriousness of the conduct;
- The age of the students involved;
- Whether the perpetrator has engaged in any prior acts of bullying or retaliation; and
- Other factors established by District policy or required by law, including the factors listed at Education Code 37.001(4).

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.

### ***Correction 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, guardians, 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**

All documents related to the investigation, including the final written report, shall be retained 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.

**Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)**

The district offers career and technical education programs in the following areas:

- Agriculture, Food and Natural Resources.
- Architecture and Construction.
- Art, A/V and Communication
- Business, Marketing, and Finance
- Education Training
- Health Science
- Hospitality and Tourism
- Information Technology
- Law and Public Service
- Manufacturing

- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

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

Round Rock ISD prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups 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.

Round Rock Independent School District prohibits discrimination 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.

Round Rock Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the **Title IX Coordinator at [Farid Razavi@roundrockisd.org](mailto:Farid.Razavi@roundrockisd.org) or 512-464-5298, and/or the Section 504 Coordinator at [Bonita Teasley@roundrockisd.org](mailto:Bonita.Teasley@roundrockisd.org), 512-464-5149.**

[See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.] See page 64

## Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies (All Grade Levels)**] See page 86

## Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children.

The plan is available at <https://www.roundrockisd.org/page/report-child-abuse>

Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

## Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Professionals must make a report no later than the 24th hour after first suspecting a child has been abused or neglected or is a victim of sexual abuse or indecency with a child. A professional may not delegate to or rely on another person to make the report. Professionals include teachers, nurses, doctors, day-care employees, and others who are either licensed by the state or work in a facility licensed or operated by the state and who have direct contact with children in the course of their job. See below for information about how to report and respond to allegations of child abuse or neglect.

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

### *Physical abuse*

Possible warning signs of physical abuse include:

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

### *Sexual Abuse*

Possible warning signs of sexual abuse include:

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

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**] See page 63

### ***Emotional Abuse***

Possible warning signs of emotional abuse include:

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

### ***Neglect***

Possible warning signs of neglect include:

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

## **Description and Warning Signs of Trafficking**

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit

- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**] See page 19

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

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see

[Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20in%20Your%20County/default.asp)  
(<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website \(www.txabusehotline.org\)](http://www.txabusehotline.org).

## Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Office of the Texas Governor's Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)
- [Human Trafficking of School-aged Children \(https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children\)](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://taasa.org/product/child-sexual-abuse-parental-guide/\)](https://taasa.org/product/child-sexual-abuse-parental-guide/)

- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

## Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

**Courses counted toward rank in class. For more info see [EIC \(Local\)](#):**

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1245&code=EIC#localTabContent>

**Note:** The following provisions shall apply to students in the graduating class of 2024, 2025, 2026, and 2027.

Grade point average (GPA) shall be calculated for all students using all courses taken that are awarded state credit, using an unweighted 4.0 scale. It shall be possible for a student to have a higher GPA rank than his or her rank in class (RIC).

Only the core courses (English, science, mathematics, and social studies) and languages other than English shall count toward RIC. These courses shall be weighted, if classified as Honors, Advanced, Advanced Placement (AP), International Baccalaureate (IB), or talented and gifted.

Grades earned in dual credit courses as part of the District's early college high school shall be considered when determining class rank and shall receive the same grade points as an Advanced or AP course as long as the student remains at the early college high school. Students returning to the District high schools shall have their GPA recomputed based on the District's policy for determining class rank.

**Note:** The following provisions shall apply to students **beginning with the graduating class of 2028.**

Grade point average (GPA) shall be calculated for all students using all courses taken that are awarded state credit, using an unweighted 4.0 scale. It shall be possible for a student to have a higher GPA rank than his or her rank in class (RIC).

The following courses shall count toward RIC:

- All courses that count for core (English, science, mathematics, and social studies); and
- Languages other than English.

The following courses shall count for RIC and shall be weighted:

- All College Board Advanced Placement courses, including electives;
- All International Baccalaureate courses, including electives;
- All University of Texas OnRamps courses, including electives;
- All advanced courses leading to a college credit course opportunity;
- All talented and gifted courses;
- All advanced languages other than English courses at level II or above; and
- Courses beyond the Advanced Placement and International Baccalaureate level.

Grades earned in dual credit courses as part of the District's early college high school shall be considered when determining class rank and shall receive the same grade points as an advanced or AP course as long as the student remains at the early college high school. Students returning to the

District high schools shall have their GPA recomputed based on the District's policy for determining class rank.

Please note that the Round Rock ISD Board of Trustees has approved the recommendation that Westwood High School be a non-ranking campus, beginning with the 2017-18 school year. According to EIC Regulation, at Westwood High School, a student's class rank shall not be automatically reported except for the top ten percent of a given class. Class rank shall appear on 10th, 11th and 12th grade student's academic records (transcript).

A total Grade Point Average (GPA) is calculated for each student using a simple unweighted 4.0 system (comparable to the 4.0 commonly used by colleges and universities). The GPA is a cumulative average of all semester grades earned in state accredited courses in high school beginning with the freshman year. In Round Rock ISD, middle school courses which are counted for graduation credits are not included in the GPA. Grade points are awarded based on the grading system used in Round Rock ISD.

For all Round Rock ISD high school campuses, rank is not available to students and parents until the fall semester of the sophomore year. Sophomores, juniors and seniors may meet with their counselor to verbally receive their rank and percentile at the beginning of the fall semester and the beginning of the spring semester.

An academic average is used to determine a class rank for each student for the top 10% at the non-ranking Westwood High School and at the other Round Rock ISD ranking high schools. Class rank indicates a student's academic standing relative to his peers (valedictorian, salutatorian, top 6% or 7% depending on UT-Austin's automatic admission policy, top 10% for automatic admission to Texas public colleges, top quarter, second quarter, and fourth quarter). An exact numerical class rank is reported for each student. The academic average is determined by semester grades earned in the core courses languages other than English (LOTE), and college-credit bearing courses other than dual credit. Standard level courses are calculated based on a 5.0 scale. Most Advanced, and all AP, IB, OnRamps, and TAG courses are calculated based on a 6.0 scale, as well as courses beyond the AP/IB level. The Index listing of courses will identify by symbols (\*, ^) which courses are included in the GPA for rank in class (\*) and have weighted GPA (^), State-approved core courses and languages other than English will be included in the academic average for students who transfer into Round Rock ISD. The specific courses which are included in computing the academic average for class rank are noted in the Index at the back of this course catalog. Please note that the numerical scores from core and LOTE course credit earned by STAMP, AAPPL, EFA, and CBE assessments do not contribute to the GPA unless for rank in class. Dual credit courses do not contribute to GPA unless the student is enrolled at the ECHS campus.

(See policy EIC for more information)

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1245&code=EIC#localTabContent>

## Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

[See **Schedule Changes (Middle and High School Grade Levels)**] for information related to student requests to revise their course schedule.]

## College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.] See page 53

[See **A Student in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.] See page 29

## College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Certain Career and Technical Education (CTE) courses.
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with *Austin Community College, the University of Texas, and McMurry University*, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on interest and aptitude, age appropriateness and class space availability.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Fees (All Grade Levels)** for more information.] See page 80

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

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.

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 (All Grade Levels)

### **Parent Contact Information**

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the student's home campus registrar.

### ***Automated Emergency Communications***

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

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.] See page 116

### ***Automated Nonemergency Communications***

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

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** for information about contact with parents during an emergency.]

## **Complaints and Concerns (All Grade Levels)**

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 resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <https://pol.tasb.org/PolicyOnline?key=1245>. The complaint forms can be accessed at <https://roundrockisd.org/legal-services/grievances-and-complaints/> and at the principal's or superintendent's office. For more information on submitting a grievance electronically, visit <https://www.roundrockisd.org/page/grievances-and-complaints>.

To file a formal complaint a parent or student should complete and submit the grievance form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner. An administrator may contact a parent prior to the scheduled grievance to assist in resolving the complaint.

If the concern is not resolved, a parent or student may request a conference with the superintendent or the superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

## Conduct (All Grade Levels)

### *Applicability of School Rules*

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

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

### *Campus Behavior Coordinator*

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 district shall post on its website and in the Student Handbook the email address and telephone number of the person serving as CBC for each campus. The campus CBC for all Round Rock ISD schools is the campus principal. Additional staff members may assist the campus behavior coordinator. Contact information may be found on page 137.

## 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.

## Disruption of School Operations

Disruption of school operations is 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 or within 500 feet of district property includes:

- Making loud noises

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

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

## Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

## Counseling

The district has a comprehensive school counseling program that includes:

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

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

## Academic Counseling

### *Elementary and Middle School Grade Levels*

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

### **High School 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, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

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

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

[See **Scholarships and Grants** for more information.] See page 88

### **Personal Counseling (All Grade Levels)**

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact their assigned school counselor or visit the district's counseling website at <https://studentservices.roundrockisd.org/counseling-services/> and click on "find your school counselor." 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. The district additionally employs a team of licensed mental health professionals who are master's level social workers. Counselors, administrators, nurses, and officers are able to make this referral when needed.

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

[See **Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence.**] See page 50

### **Course Credit (Secondary Grade Levels Only)**

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades

from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

## Credit by Examination – If a Student Has Taken the Course/Subject (Grades 6-12)

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.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. To earn credit by examination, the student must have attended at least 75% of the required days for the class. [See **Attendance for Credit or Final Grade (All Grade Levels)**.] See page 38

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

<https://pol.tasb.org/PolicyOnline?key=1245>

## Credit by Examination for Advancement/Acceleration – If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level. [See *Board Policies EHDB and EHDC*]

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

For additional information and the districts exam opportunities, please see <https://www.roundrockisd.org/page/examination-for-acceleration-credit-by-examination>

## Kindergarten Acceleration

For information regarding kindergarten acceleration , please see <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1245&code=EHDC#localTabContent>

## Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 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
- The student's parent gives written approval of the grade advancement

## Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- 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 (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, 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 or on the district's website.

[See the FFH series of policies for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

### ***Dating Violence***

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures page 53**.

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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 die by suicide or commit homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**] See page 13

## **Discrimination**

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

### ***Harassment***

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a 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
- Other kinds of aggressive conduct such as theft or damage to property

### **Sexual Harassment and Sex-Based Harassment**

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- 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 that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

### ***Pregnancy or Related Conditions***

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

For pregnancy-related accommodations, please contact: **Karen Confer** [karen\\_confer@roundrockisd.org](mailto:karen_confer@roundrockisd.org)

### ***Retaliation***

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

Examples of retaliation may include, but are not limited to:

- Ostracism
- Assault
- Destruction of property

- Unjustified punishments
- Unwarranted grade reductions

Unlawful retaliation does not include petty slights or annoyances.

### ***Reporting Procedures***

Any student who believes that they have 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 the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying (All Grade Levels)**] See page 41

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 the FFH series of policies. <https://pol.tasb.org/PolicyOnline?key=1245>

### ***Investigation of Report***

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 comply with law.

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 its investigation at the conclusion of the agency's investigation.

During 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 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). <https://pol.tasb.org/PolicyOnline?key=1245>

### ***Discrimination***

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**] See page 65

## **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.

The distance learning opportunities that the district makes available to district students included the University of Texas Permian Basin.

## **Virtual and Hybrid Instruction**

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**] See page 71. In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor. Unless an exception is made by the school 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 addressing distance learning 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 the campus lead 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, newspapers, yearbooks, brochures, flyers, and the like.

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. Approval will be granted or denied within two school days.

The principal at each campus shall designate times, location and the means for which nonschool materials that are appropriate for distribution can be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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 policy FNG(LOCAL) for student complaint procedures.] <https://pol.tasb.org/PolicyOnline?key=1245>

### **From Others**

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, 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 Round Rock ISD Community Relations Department (Community\_Relations@roundrockisd.org) for prior review. Materials will be approved or rejected within five 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 DGBA or GF for more information.]

The Round Rock ISD Community Relations Department has designated “Peachjar” 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 policy 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)

Round Rock ISD's student dress code supports equitable educational access, prevents disruption, minimizes safety hazards, and maintains a positive learning climate.

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

### ***Students Must Wear:***

- Clothes that fully cover breasts, nipples, genitals, and buttocks with opaque (not see-through) fabric
- Shirt that covers from under the arms to the waistband one's front, back, and sides with at least one strap over shoulder(s)
- Bottom: Pants/sweatpants/shorts/skirt/dress/leggings
- Footwear

### ***Students May Wear:***

- Head covering/ hoodie sweatshirt (face must be visible unless for religious purposes)
- Tank tops/spaghetti straps
- Fitted pants, including leggings or yoga pants
- Clothing with holes, as long as underwear is not exposed

### ***Students Cannot Wear:***

- Any accessory that may pose a safety hazard - i.e. metal-studded jewelry, chains that may potentially cause harm, wheels on shoes
- Sunglasses (unless for medical reasons)
- Language or images that are lewd, offensive, risqué, vulgar, obscene, sexually explicit, provocative, or that convey hate messages or racially, religiously, or ethnically demeaning messages
- Language or images that depict tobacco products, drugs/alcohol or promote violence, weapons, bombs, or any illegal activity

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

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

## Electronic Devices and Technology Resources (All Grade Levels)

### ***Safe Use of Technology***

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

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

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

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact [insert name, title, and contact information for person the district has assigned to receive complaints or concerns about student use of electronic devices].

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

### ***Possession and use of personal telecommunications devices, including cell phones and Other Electronic Devices,***

State law and board policy FNCE(LOCAL) prohibits the use of a personal communication device (such as a cell phone, tablet, or smartwatch) while on school property during the school day.

While on school property, students shall have their personal communication devices turned off and put away during the school day.

A student shall be authorized to use a personal communication device on school property during the school day with administrative permission and under the following circumstances: (1) use is necessary for the implementation of a student's IEP or 504 plan, or similar program or plan; (2) use is required by a qualified physician, and documentation has been provided by the physician to the campus administration; (3) use is necessary to comply with a health or safety requirement imposed by law or as part of the district's safety plan.

The use of cell phones 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 student may receive a warning to store the device, the device may be confiscated, or the student may be otherwise disciplined in accordance with the Student Code of Conduct. *The principal will determine whether to return a confiscated item to the student at the end of the day or to contact the parents/guardian to pick up the confiscated telecommunications device from the principal's office.*

Confiscated items that have not been picked up by the student or parents will be held until the end of the school year. At the end of each school year, written notification will be sent to parents and the student notifying them that the device will be disposed of after 90 days if the device is not collected within that time.[See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 124 and policy FNF for more information.]

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.

## **Instructional Use of Personal Electronic Devices**

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. See [Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices]

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. 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 may be issued to individual students for instructional purposes. Use of the district's network systems and 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 on district-owned or personally owned equipment, 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course \(https://txssc.txstate.edu/tools/courses/before-you-text/\)](https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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. In some cases, the consequence may be expulsion.

## Google Workspace for Education

We believe that the tools provided by the Google Workspace for Education closely align with international standards for technology integration as well as with our state and district standards. For instructional and administrative purposes, students are automatically given access to Google Workspace for Education accounts on the first day of school. In RRISD, Google Workspace for Education runs on an internet domain owned by RRISD and is intended for educational use only. All student email and the contents of student-created Google documents in Google Drive are actively monitored by RRISD staff and third-party contracted services. As a cloud-based suite, Google Workspace for Education will be available at school and at home via the web. RRISD uses a robust content filter, but, with all online activity, there is always a chance a student could be exposed to inappropriate content.

School staff will monitor students' use of Google Apps when students are at school. Parents are responsible for monitoring their child when accessing programs from home. RRISD internet filters DO filter/restrict internet traffic on student issued Chromebooks when not at school.

RRISD internet filters DO NOT filter/restrict internet traffic on personally owned devices when not at school. Students are responsible for their own behavior at all times and their strict adherence to RRISD's Code of Conduct is expected. Communications are not considered confidential. RRISD reserves the right to access and review content in the Google Workspace for Education system at any time. RRISD complies with all state and federal privacy laws. The District provides the opportunity for parents to opt out of student participation in Google Workspace for Education via the Permission form in Section III.

## End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**.] See page 119

## Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. 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 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 emergent bilingual 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 emergent bilingual students who qualify for services.

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

## 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.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation (All Grade Levels)**.]

Eligibility for 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 and parents can access the UIL Parent Information Manual (<https://www.uil texas.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report 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](mailto:curriculum@tea.texas.gov).

[See UIL Texas (<https://www.uil texas.org/>) for additional information on all UIL-governed activities.]

In accordance with Texas Education Code §33.0815, as established by Senate Bill 12 (SB 12), the following guidelines apply to all student clubs authorized or sponsored by the district:

**Definition of District-Sponsored Clubs:** A student club is considered “district-sponsored or authorized” if it receives support such as faculty sponsorship, access to meeting space, announcements, or inclusion in official school communications.

**Parental Consent for Participation Required:** Before a student may participate in a club that is authorized and sponsored by the district, the student’s parent or legal guardian must provide written consent for participation. This applies to all extracurricular clubs, including those held before, during, or after the school day. Students will need to complete a form for each club they would like to participate in and turn it in to the club sponsor. The club sponsor must have parental consent via the form before the student can participate. (District form in Appendix)

**Prohibited Authorization or Sponsorship:** The district may not authorize or sponsor any student club that is based on sexual orientation or gender identity.

These provisions are in compliance with recent state law and are intended to ensure that all clubs operate within the scope of district policy and legal requirements. Parents are encouraged to contact campus administration with questions regarding student clubs and participation procedures.



## Round Rock ISD Eligibility Calendar 2025-26

SEPTEMBER 19	UIL REQUIRED 6 WEEK GRADE CHECK
SEPTEMBER 26	ELIGIBILITY GAIN OR LOSE (GAIN BY CREDITS ONLY)
OCTOBER 10	END OF 9 WEEKS GRADING PERIOD
OCTOBER 17	ELIGIBILITY GAIN OR LOSE
NOVEMBER 3	IPR GRADE CHECK DATE
NOVEMBER 10	ELIGIBILITY GAIN ONLY
NOVEMBER 21	IPR GRADE CHECK DATE
DECEMBER 8	ELIGIBILITY GAIN ONLY
DECEMBER 18	END OF 9 WEEKS GRADING PERIOD
JANUARY 13	ELIGIBILITY GAIN OR LOSE
JANUARY 26	IPR GRADE CHECK DATE
FEBRUARY 2	ELIGIBILITY GAIN ONLY
FEBRUARY 13	IPR GRADE CHECK DATE
FEBRUARY 20	ELIGIBILITY GAIN ONLY
MARCH 6	END OF 9 WEEKS GRADING PERIOD
MARCH 13	ELIGIBILITY GAIN OR LOSE
APRIL 2	IPR GRADE CHECK DATE
APRIL 9	ELIGIBILITY GAIN ONLY
APRIL 24	IPR GRADE CHECK DATE
MAY 1	ELIGIBILITY GAIN ONLY

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered 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

Only those students who are currently enrolled in a Round Rock ISD school may try out for, campaign for, or be elected to positions for the following academic year. This policy includes club officers, cheerleaders, and others elected in the spring to serve for the following academic year.

Students who violate school rules, regulations, or policies, or who are guilty of flagrant or serious violations may be required to forfeit the privilege of campaigning for or holding school office, library positions of honor, or any elected office position.

## Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- 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.
- 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.**] See page 133
- A maximum fee of \$50 for 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 requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course N).

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 principal. [See policy FP for more information.]

<https://pol.tasb.org/PolicyOnline?key=1245>

## 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. [See policies FJ and GE for more information.]

## Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

## Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

## Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

## Graduation (Secondary Grade Levels Only)

### Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

## 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
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two 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**.]

### ***Foundation Graduation Program***

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

***Personal Graduation Plans*** will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an

endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

### ***Credits Required***

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Additional Social Studies	1	1
Electives	5	7
<b>Total</b>	<b>23 credits</b>	<b>27 credits</b>

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or 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.
  - A student may substitute computer programming languages for these credits.
  - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
  - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### ***Available Endorsements***

A student must specify which endorsement to pursue upon entering grade 9.

### ***Financial Aid Application Requirement***

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

The high school campus and district-level counseling services departments provide multiple opportunities throughout the year for families to engage in free information sessions and support to complete the FAFSA and TASFA.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

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

### ***Personal Graduation Plans***

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with a distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit

<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>.

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

### **Available Course Options for All Graduation Programs**

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll 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.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their 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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course 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

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## Graduation Activities

Graduation activities will include:

### ***Commencement Activities and Ceremonies Participation***

Students who have satisfactorily completed all coursework requirements for graduation but have failed to meet state exit-level testing requirements are not allowed to participate in commencement activities and ceremonies.

[Board Policy FMH (LOCAL)] <https://pol.tasb.org/PolicyOnline?key=1245>

The fact that academic requirements for graduation have been met does not guarantee participation in the graduation ceremony. Final authority rests with the campus principal regarding a student's participation in the graduation ceremony. Participation is a privilege, not a right. Students will be required to wear proper graduation attire.

### ***Invocations/ Benedictions***

School officials shall not direct the performance of a formal religious exercise at promotional and graduation ceremonies. See Policy FMH (LEGAL). <https://pol.tasb.org/PolicyOnline?key=1245>

### ***Requirements***

In addition to the credits necessary to meet RRISD graduation requirements (See the **Credits Required** Chart) students must meet all mandated state testing requirements. See page 60

Ninth graders are required to pursue the Distinguished Level of Achievement Foundation Graduation Plan (DLA). Please refer to the District course catalog for specific details.

According to the Board of Trustees policy EIC (LOCAL), any student enrolling fewer than 15 days prior to commencement shall not be included in rank in class (RIC).

In addition to the credits necessary to meet Round Rock ISD graduation requirements, students must meet all mandated state testing requirements in order to participate in graduation commencement exercises. Students must pass the STAAR End-of-Course (EOC) assessments in ELA I, ELA II, Algebra I, Biology, and US History. If the student does not pass one or more of these tests, the student will be provided accelerated instruction in the appropriate subject area and will be given several opportunities to pass all assessments prior to graduation.

According to Texas Administrative Code Subchapter CC §101.3022, a student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC).

In certain situations, according to Texas Administrative Code Subchapter DD §101.4002, students may be able to use a substitute assessment to satisfy their EOC assessment requirement. Qualifying tests include AP, IB, SAT, ACT, and TSI. Students must achieve a specific passing score established by the Texas Education Agency.

## Graduation Speakers

Certain graduating students will be given an opportunity to speak 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.

### ***Valedictorian, Salutatorian and Honor Graduates***

The valedictorian and salutatorian will be determined by rank in class (RIC), not grade point average (GPA). Only students who have been enrolled in the District for the last four semesters prior to graduation and who have completed one of the two highest graduation plans will be eligible to be valedictorian or salutatorian. In case of a tie, the following factors, in descending order, will determine the valedictorian:

- The student who has taken the greater number of classes counted toward RIC.
- The student who has been in the District longer.

The top 10 percent of the class (except for the valedictorian and salutatorian) will be based on RIC, regardless of graduation plan. In order to be ranked as an honor graduate, a student must be enrolled a minimum of the last semester prior to graduation.

All incoming students' GPA will be converted to the system used by the Round Rock Independent School District to determine both RIC and GPA.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

<https://pol.tasb.org/PolicyOnline?key=1245>

[See **Student Speakers (All Grade Levels)** for student speakers at other school events.] See page 130

## 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.**] See page 79

## 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, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.] See page 58

Contact the school counselor for information about other scholarships and grants available to students.

### **Available Help**

Students who experience difficulty passing state assessments are eligible for remedial programs. Student needs may be addressed through a variety of interventions, such as special remedial classes and/or tutorial programs. Counselors and administrators will work with students to develop a program that is appropriate to meet the needs of each student.

## Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).**] See page 62

## Hazing (All Grade Levels)

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

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

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits,

encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying (All Grade Levels)** and policies FFI and FNCC for more information.] see page 43



## Health – Physical and Mental

### Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

In accordance with state law, Round Rock ISD provides this annual notice of campus-based health services available to students. Parents or guardians must give consent to **opt in** or **opt out** of these services.

#### Campus-Based Health Services may include

- **Acute Care:** Immediate care for minor illnesses and non-life-threatening injuries (e.g., temperature check, scrape cleaning, basic wellness assessment).
- **Chronic Disease Management:** Support for conditions such as asthma or diabetes, including medication administration and individualized health care plans (IHPs).
- **Medication Administration:** Dispensing over-the-counter medications with parental consent or prescribed medications per physician's orders with parental consent.
- **Preventive Care:** Immunization reminders, annual state mandated health screenings, and health resources.
- **Care Coordination:** Collaboration with families, physicians, and staff to support student health needs during the school day.
- **Health Education:** Information for students and parents on prevention, wellness, and managing chronic conditions.
- **Mental Health Support:** First-aid and crisis intervention with referral to counseling services as needed.
- **Addressing Health Barriers to Learning:** Identifying and supporting students whose health impacts learning (including IEP/504 participation).
- **Community Referrals:** Connecting families to healthcare providers and social services.

#### If You Opt In:

The campus nurse may assess and provide care if your child becomes ill or injured, returning them to learning when possible.

#### If You Opt Out:

The campus nurse may **not** assess or treat your child except in a life-threatening emergency. Someone from the campus will contact the parent or guardian to determine care.

## Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 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 and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

## 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 or in accordance with the law.

You may access the [DSHS exemption form](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online (<https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions>) or by writing to this address:

**Texas Department of State Health Services**  
**Immunization Section, Mail Code 1946**  
**P.O. Box 149347**  
**Austin, Texas 78714-9347**

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

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. 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.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**. See page 96

[See the DSHS's School and Childcare Vaccine Requirements (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]  
<https://pol.tasb.org/PolicyOnline?key=1245>

## Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits.

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

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

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](#)

(<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office. Over-the-counter medication (including cough drops) must be in the original container with the label intact and non-expired. Label directions for dispensing will be strictly adhered to. Any dispensing outside of label directions will require a physician's written order and signature. Over-the-counter medications will not be given without a parent/guardian signature. A student may be authorized to possess their 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.

In accordance with policy FFAC, authorized employees 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 provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered 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.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need 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.

## Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and 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.

[See also **Food Allergies (All Grade Levels)**.] See page 96

## Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine delivery system” is an epinephrine delivery system, including an auto-injector or nasal spray prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine a delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

## Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

## Steroids

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

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.

## Mental Health Support

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

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making

- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and support
- Positive youth development
- Safe, supportive, and positive school climates

In accordance with the law, the district may provide counseling services with the involvement of family, school and outside agencies as needed. The District has additionally partnered with the Dell Children's TCHAT (Texas Child Health Access Through Telemedicine) program through an MOU process to provide psychiatric telehealth evaluation and psychotherapy services for students with more complex needs. TCHAT also refers to Lucine psychotherapy providers as needed for free telehealth grief and trauma counseling to occur outside of school hours. Parents and/or guardians are considered partners in the process of helping students who are in need of these services. Appropriate safeguards will be taken to protect the health of all involved.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

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

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]  
<https://pol.tasb.org/PolicyOnline?key=1245>

For related information, see:

- **Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information. See page 13
- **Counseling** for the district's comprehensive school counseling program. See page 62
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources. See page 89
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health. See page 93

## Physical Activity Requirements

**Elementary School** - 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, in accordance with policies at EHAB, EHAC, EHBG, and FFA. [Policy](#)

Beyond this state requirement, a minimum of a 20 minute daily recess should be reflected in each Round Rock ISD schools master schedule for grades K-5. As master schedules are altered due to campus events such as early release, school programs, guest speakers, etc., campus principals may alter/shorten the recess time as needed. Recess may not be limited or taken away as a consequence of a child's behavior. However, district staff may respond to inappropriate, unsafe, violent, or bullying behavior that occurs during recess, even if the consequence incidentally results in the loss of recess. Parameters must be in place for study hall during recess so that students have an opportunity for physical activity daily. Students should not be missing recess for tutorials on a regular basis. For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

**Middle School** - 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, in accordance with policies at EHAB, EHAC, EHBG, and FFA. [Policy](#)  
For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

### **Temporary Restriction from Participation in Physical Education**

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

## 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 obtain the results of their child's physical fitness assessment conducted during the school year by contacting your student's wellness teacher/coach.

## Physical Health Screenings/Examinations

### **Athletics Participation (Secondary Grade Levels Only)**

For certain extracurricular activities, a student must submit certification from an authorized health-care provider.

The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination. See the UIL's explanation of sudden cardiac arrest - (<https://www.uilTEXAS.org/health/info/sudden-cardiac-death>) for more information.

### ***Spinal Screening Program***

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

In accordance with state law, all students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

### ***Other Examinations and Screenings (All Grade Levels)***

Students in grades 1,3, 5, and 7 are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures. [See policy FFAA for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## **Special Health Concerns (All Grade Levels)**

### ***Bacterial Meningitis***

Please see the district's website at

<https://www.roundrockisd.org/page/communicable-disease-and-prevention-for-information-regarding-meningitis>.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

### ***Diabetes***

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

### ***Food Allergies (All Grade Levels)***

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching 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, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <https://www.foodallergy.org/living-food-allergies/food-allergy-essentials/food-allergy-anaphylaxis-emergency-care-plan>.

[See **Celebrations (All Grade Levels)** and policy FFAF for more information.]  
<https://pol.tasb.org/PolicyOnline?key=1245>

### **Seizures (All Grade Levels)**

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

### **Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)**

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, 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 FNCD and GKA for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## **Health-Related Resources, Policies, and Procedures**

### **Physical and Mental Health Resources (All Grade Levels)**

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

**Brandy Hafner RN, BSN, Director of Health Services**

[brandy\\_hafner@roundrockisd.org](mailto:brandy_hafner@roundrockisd.org)

**Williamson County Cities and Health District**

<https://www.wcchd.org/>

**Travis County Health and Human Services**

<https://www.traviscountytexas.gov/health-human-services>

**Williamson County Mental Health Authority**

<https://vsr.wilco.org/mentalhealth.html>

**Travis County Mental Health Authority**

<https://integralcare.org/program/mobile-crisis-outreach-team-mcot/>

## **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)**

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://pol.tasb.org/PolicyOnline?key=1245>

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

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

The district has developed administrative procedures as necessary to implement the above policies and plans. For more information about these procedures and access to the District Improvement Plan, see <https://roundrockisd.org/departments/assessment/performance-indicators/>

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

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

Information about the district's SHAC is available at

<https://roundrockisd.org/about-rrisd/citizens-committees/school-health-advisory-council/>

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

<https://roundrockisd.org/about-rrisd/citizens-committees/school-health-advisory-council/>

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.] See page 12

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

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

<https://pol.tasb.org/PolicyOnline?key=1245>

## Law Enforcement Agencies Access to Students (All Grade Levels)

**A non-district law enforcement official will not be given access to any student without parental consent unless required to do so by a subpoena, judicial warrant, or other law.** If a law enforcement officer presents a federal or state warrant or subpoena and requests an interview with a student, campus staff will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question a student at school;
- Make a reasonable attempt to notify the student's parents or other approved family members, unless the principal determines there is a valid objection, such as a threat to the student's safety;
- Notify the area superintendent and Round Rock ISD Police of the request; and,
- Ordinarily, be present for the questioning or interview.

The principal or designee will notify the parent or legal guardian of the RRISD student prior to the interview and give the parent or guardian the opportunity to be present prior to the interview.

## Questioning of Students In Child Abuse Investigations

When law enforcement officers or other lawful authorities wish to question or interview a student at school in accordance with the law and the above process, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation.

## 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 legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, any notification will most likely be after the fact.

## Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the

student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area 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.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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 the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, 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.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

## **During Lunch**

All Round Rock ISD schools are closed campuses except for seniors who are allowed to leave campus for lunch. Seniors departing and returning from lunch must be prepared to wear or show their ID's while doing so and when requested while off campus. Senior privilege of leaving campus for lunch may be revoked (for individuals or for the entire senior class) for any violation of closed campus rules. If a senior attempts to take an underclassman off campus, he or she may lose his or her off-campus rights for the rest of the school year and may be subject to other disciplinary actions deemed appropriate by the campus principal or principal designee.

Seniors who leave campus during their lunch periods and fail to return and who have not signed out shall be counted as having an unexcused absence unless the parent/guardian notified the school office or the student's administrator before 4:00 pm of the afternoon of the absence.

## **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. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary

value to school, 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)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work 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.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]

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

A student will be permitted to make up tests and 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

#### *Grades 9-12*

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

### In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

#### *Alternative Means to Receive Coursework*

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

### ***Opportunity to Complete Courses***

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

<https://pol.tasb.org/PolicyOnline?key=1245>

## **Nondiscrimination Statement (All Grade Levels)**

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

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

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

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at <https://pol.tasb.org/PolicyOnline?key=1245>

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

***Farid Razavi, Director of Access and Opportunity***  
***1311 Round Rock Avenue***  
***Round Rock, Texas 78681***  
***Farid\_Razavi@roundrockisd.org***  
***512-464-5298***

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

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

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

**Bonita Teasley**  
**Executive Director of Special and 504**  
**1311 Round Rock Ave, Round Rock TX. 78681**  
[bonita\\_tasley@roundrockisd.org](mailto:bonita_tasley@roundrockisd.org)  
**(512) 464-5149**

- For all other concerns regarding discrimination, see the superintendent or superintendents designee.

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

<https://pol.tasb.org/PolicyOnline?key=1245>

## Nontraditional Academic Programs (All Grade Levels)

### **Success High School**

Students take ownership of their education, and they are empowered through a supportive and flexible learning environment. The campus learning model aligns students with an individually paced curriculum designed to challenge them both personally and academically while preparing them to be future earners and lifelong learners.

### **Early College High School**

The campus-learning model guides students through an advanced curriculum at the high school and college level while providing additional resources needed to develop themselves as well-rounded individuals. Through a partnership with Austin Community College (ACC), students are given the tools to succeed while immersed in a higher education experience, beginning their freshman year of high school and ending with an associate's degree or up to 60 hours of college credit.

### **PTECH**

The P-TECH Nursing Program provides students with a clear pathway into the healthcare profession through a blend of high school and college coursework. In partnership with Austin Community College (ACC) and industry partners such as St. David's Healthcare, students begin college-level classes in their freshman year while gaining hands-on experience in clinical and work-based learning environments. By graduation, students have the opportunity to earn a Level II Vocational Nursing Certificate, an associate's degree, and industry-recognized credentials, preparing them for immediate entry into the workforce or further studies in nursing and related healthcare fields.



## Parent and Family Engagement (All Grade Levels)

### Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website.

### Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all 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.**] See page 58
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please contact your student's campus for an appointment. <https://roundrockisd.org/schools/all-schools/> The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels).**] See page 100
- Becoming a school volunteer. [See **Volunteers (All Grade Levels)** and policy GKG for more information.] See page 127
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact your student's campus.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC) (All Grade Levels)** see page 90 and policies BDF, EHAA, FFA for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>
- 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. Regular board meetings are held on the third Thursday of each month at 5:30 p.m. at the Round rock HS Lecture Hall (300 Lake Creek Drive, Round Rock, Texas. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at the Round Rock ISD Lillie Delgado Administration Building and online at <https://go.boarddocs.com/tx/rrisd/Board.nsf/Public>. [See policies BE and BED for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

## 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.**] See page 98

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 in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or 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 proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

## Elementary and Middle School Grade Levels

In Kindergarten - 2nd grades, a student shall be promoted if his or her report card reflects three of the following:

1. Is marked at or above grade level in reading, denoting at least half of the indicators are at or above a Level 3.
2. Is marked or above grade level in writing, denoting at least half of the indicators are at or above a Level 3.
3. Is marked at or above grade level in mathematics, denoting at least half of the indicators are at or above a Level 3.
4. Is marked at least at or above a Level 2 in all areas of social studies and science in grade 3-8, promotion to the next grade level is based on an overall average of 70, on a scale of 100, based on course-level standards for all subject areas.

Students must also obtain a 70 or above in both mathematics and language arts and in either science or social studies. [Policy EIE(LOCAL)] <https://pol.tasb.org/PolicyOnline?key=1245>

## Repeating a Grade Level or Course Credit

A parent may request in writing that a student repeat a grade level or course credit. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

## High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-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 (Grades 9-12 Only)**.] See page 75

## Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

## Release of Students from School

[See **Leaving Campus (All Grade Levels)**.] See page 93

## Report Cards/Progress Reports and Conferences (All Grade Levels)

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

At the end of every three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.] See page 97

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 **Grading Guidelines (All Grade Levels)** and policy EIA(LOCAL) for more information.] See page 75

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

## Elementary Progress Reporting 2024-2025

Interim Progress Reports (IPRs) Approx 3 weeks through Nine Week Grading Period	Report Cards (RCs) End of the Nine Week Grading Period
<p><b>First Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Aug 25, 2025 Gradebook Monitoring Report (3 grades)</li> <li>Aug 29, 2025 End of IPR</li> <li>Sep 2, 2025 Teachers' grades due in TAC @ 10:00am</li> <li>Sep 5, 2025 <b>IPR visible in HAC</b></li> <li>Sep 8, 2025 Hard copy of Interim Progress Report sent home</li> </ul> <hr style="border: 1px solid #4a86e8;"/> <ul style="list-style-type: none"> <li>Sep 15, 2025 Gradebook Monitoring Report (6 grades)</li> <li>Sep 19, 2025 End of IPR</li> <li>Sep 24, 2025 Teachers' grades due in TAC @10am</li> <li>Sep 25, 2025 <b>IPR visible in HAC</b></li> <li>Sep 26, 2025 Hard copy of Interim Progress Report sent home</li> </ul>	<p><b>First Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Oct 6, 2025 Gradebook Monitoring Report (9 grades)</li> <li>Oct 10, 2025 End of Grading Period</li> <li>Oct 14, 2025 Teachers' grades due in TAC @ 10:00am</li> <li>Oct 16, 2025 <b>Report Cards visible in HAC</b></li> <li>Oct 17, 2025 Hard copy of Report Card sent home</li> </ul>
<p><b>Second Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Oct 27, 2025 Gradebook Monitoring Report (3 grades)</li> <li>Oct 31, 2025 End of IPR</li> <li>Nov 3, 2025 Teachers' grades due in TAC @ 10:00am</li> <li>Nov 5, 2025 <b>IPR visible in HAC</b></li> <li>Nov 6, 2025 Hard Copy of Interim Progress Report sent home</li> </ul> <hr style="border: 1px solid #4a86e8;"/> <ul style="list-style-type: none"> <li>Nov 17, 2025 Gradebook Monitoring Report (6 grades)</li> <li>Nov 21, 2025 End of IPR</li> <li>Dec 2, 2025 Teachers' grades due in TAC @10am</li> <li>Dec 4, 2025 <b>IPR visible in HAC</b></li> <li>Dec 5, 2025 Hard Copy of Interim Progress Report sent home</li> </ul>	<p><b>Second Nine Weeks</b></p> <ul style="list-style-type: none"> <li>Dec 18, 2025 End of Grading Period</li> <li>Dec 19, 2025 Teachers' grades due in TAC @ 10:00am</li> <li>Jan 5, 2026 <b>Report Cards visible in HAC</b></li> <li>Jan 6, 2026 Hard copy of Report Card sent home</li> </ul>

<p><b>Third Nine Weeks</b></p> <p>Jan 20, 2026 Gradebook Monitoring Report (3 grades)          Jan 23, 2026 End of IPR          Jan 27, 2026 Teachers' grades due in TAC @ 10:00am          Jan 29, 2026 IPR visible in HAC          Jan 30, 2026 Hard copy of Interim Progress Report sent home</p> <hr/> <p>Feb 9, 2026 Gradebook Monitoring Report (6 grades)          Feb 13, 2026 End of IPR          Feb 18, 2026 Teachers' grades due in TAC @ 10:00am          Feb 19, 2026 IPR visible in HAC          Feb 20, 2026 Hard copy of Interim Progress Report sent home</p>	<p><b>Third Nine Weeks</b></p> <p>Mar 2, 2026 Gradebook Monitoring Report (9 grades)          Mar 6, 2026 End of Grading Period          Mar 10, 2026 Teachers' grades due in TAC @ 10:00am          Mar 12, 2026 Report Cards visible in HAC          Mar 13, 2026 Hard copy of Report Card sent home</p>
<p><b>Fourth Nine Weeks</b></p> <p>Mar 30, 2026 Gradebook Monitoring Report (3 grades)          Apr 6, 2026 End of IPR          Apr 7, 2026 Teachers' grades due in TAC @ 10:00am          Apr 9, 2026 IPR visible in HAC          Apr 10, 2026 Hard copy of Interim Progress Report sent home</p> <hr/> <p>Apr 20, 2026 Gradebook Monitoring Report (6 grades)          Apr 24, 2026 End of IPR          Apr 28, 2026 Teachers' grades due in TAC @ 10:00am          Apr 30, 2026 IPR visible in HAC          May 1, 2026 Hard copy of Interim Progress Report sent home</p>	<p><b>Fourth Nine Weeks</b></p> <p>May 15, 2026 Gradebook Monitoring Report (9 grades)          May 21, 2026 End of Grading Period          May 22, 2026 Teachers' grades due in TAC @ 10:00am          May 28, 2026 Report Cards visible in HAC          May 29, 2026 Hard copy of Report Card sent home</p>

Schools will send notification that IPRs and Report Cards are viewable in HAC on the scheduled date each quarter.

EIA (LEGAL) requires a district, every three weeks or during the fourth week of each nine-week grading period, to give written notice and parent signature if a student's performance in a foundational subject (ELAR, Math, Sci, SS) is consistently unsatisfactory.



## Secondary Progress Reporting 2025-2026

### UIL Rules

Students beginning grade nine and below must have been promoted from the previous grade prior to the beginning of the current school year.

Students beginning their second year of high school must have earned five (5) credits that count toward state high school graduation requirements.

Students beginning their third year of high school either must have earned a total of ten (10) credits which count toward state high school graduation requirements or a total of five (5) credits which count toward state high school graduation requirements must have been earned during the twelve (12) months preceding the first day of the current school year.

Students beginning their fourth year of high school either must have earned a total of fifteen (15) credits which count toward state high school graduation requirements or a total of five (5) credits which count toward state high school graduation requirements must have been earned during the twelve (12) months preceding the first day of the current school year.

Students who do not meet the above requirements are academically ineligible for participation the first six (6) weeks of the school year. Grades are checked at the end of the first six (6) weeks and if the students are passing all classes, they could regain academic eligibility after the seven (7) calendar day grace period.

### First 6 Weeks UIL Eligibility Check

**September 19, 2025:** Students who were ineligible for the first 6 weeks due to insufficient credits as outlined in the rule above, may gain eligibility provided they are passing all classes as of this date.

**September 26, 2025:** Students can regain eligibility if lacking due to not being promoted or the lack of credits rule and students who are not passing one or more classes lose eligibility based on their grade average on school work/assessments at this time upon the close of the school day.

<p align="center"><b>Interim Progress Reports (IPRs)</b> Approx 3 weeks through Nine Week Grading Period</p>	<p align="center"><b>Report Cards (RCs)</b> End of the Nine Week Grading Period</p>
<p><b>First Nine Weeks</b>                      Aug 25, 2025 Gradebook Monitoring Report (3 grades)                      Aug 29, 2025 End of IPR                      Sep 2, 2025 Teachers' grades due in TAC @ 10:00am                      Sep 5, 2025 <b>IPR visible in HAC</b>                      Sep 8, 2025 Hard copy of Interim Progress Report sent home</p> <hr/> <p>Sep 15, 2025 Gradebook Monitoring Report (6 grades)                      Sep 19, 2025 End of IPR                      Sep 24, 2025 Teachers' grades due in TAC @10am                      Sep 25, 2025 <b>IPR visible in HAC</b>                      Sep 26, 2025 Hard copy of Interim Progress Report sent home                      Sep 26, 2025 Students gain (by credits only) or lose eligibility at end of school day</p>	<p><b>First Nine Weeks</b>                      Oct 6, 2025 Gradebook Monitoring Report (9 grades)                      Oct 10, 2025 End of Grading Period                      Oct 14, 2025 Teachers' grades due in TAC @ 10:00am                      Oct 16, 2025 <b>Report Cards visible in HAC</b>                      Oct 17, 2025 Hard copy of Report Card sent home                      Oct 17, 2025 Students gain or lose eligibility at end of school day</p>
<p><b>Second Nine Weeks</b>                      Oct 27, 2025 Gradebook Monitoring Report (3 grades)                      Oct 31, 2025 End of IPR                      Nov 3, 2025 Teachers' grades due in TAC @ 10:00am                      Nov 5, 2025 <b>IPR visible in HAC</b>                      Nov 6, 2025 Hard Copy of Interim Progress Report sent home                      Nov 10, 2025 Student gain eligibility only at the end of school day</p> <hr/> <p>Nov 17, 2025 Gradebook Monitoring Report (6 grades)                      Nov 21, 2025 End of IPR                      Dec 2, 2025 Teachers' grades due in TAC @10am                      Dec 4, 2025 <b>IPR visible in HAC</b>                      Dec 5, 2025 Hard Copy of Interim Progress Report sent home                      Dec 8, 2025 Student gain eligibility only at end of school day</p>	<p><b>Second Nine Weeks</b>                      Dec 18, 2025 End of Grading Period                      Dec 19, 2025 Teachers' grades due in TAC @ 10:00am                      Jan 5, 2026 <b>Report Cards visible in HAC</b>                      Jan 6, 2026 Hard copy of Report Card sent home                      Jan 13, 2026 Students gain or lose eligibility at end of school day</p>
<p><b>Third Nine Weeks</b>                      Jan 20, 2026 Gradebook Monitoring Report (3 grades)                      Jan 26, 2026 End of IPR                      Jan 27, 2026 Teachers' grades due in TAC @ 10:00am                      Jan 29, 2026 <b>IPR visible in HAC</b>                      Jan 30, 2026 Hard copy of Interim Progress Report sent</p>	<p><b>Third Nine Weeks</b>                      Mar 2, 2026 Gradebook Monitoring Report (9 grades)                      Mar 6, 2026 End of Grading Period                      Mar 10, 2026 Teachers' grades due in TAC @ 10:00am</p>

<p>home</p> <p>Feb 2, 2026 Student gain eligibility only at end of school day</p> <hr/> <p>Feb 9, 2026 Gradebook Monitoring Report (6 grades)</p> <p>Feb 13, 2026 End of IPR</p> <p>Feb 18, 2026 Teachers' grades due in TAC @ 10:00am</p> <p>Feb 19, 2026 IPR visible in HAC</p> <p>Feb 20, 2026 Hard copy of Interim Progress Report sent home</p> <p>Feb 20, 2026 Student gain eligibility only at end of school day</p>	<p>Mar 12, 2026 Report Cards visible in HAC</p> <p>Mar 13, 2026 Hard copy of Report Card sent home</p> <p>Mar 13, 2026 Students gain (by credits only) or lose eligibility at end of school day</p>
<p><b>Fourth Nine Weeks</b></p> <p>Mar 30, 2026 Gradebook Monitoring Report (3 grades)</p> <p>Apr 2, 2026 End of IPR</p> <p>Apr 7, 2026 Teachers' grades due in TAC @ 10:00am</p> <p>Apr 9, 2026 IPR visible in HAC</p> <p>Apr 9, 2026 Student gain eligibility only at end of school day</p> <p>Apr 10, 2026 Hard copy of Interim Progress Report sent home</p> <hr/> <p>Apr 20, 2026 Gradebook Monitoring Report (6 grades)</p> <p>Apr 24, 2026 End of IPR</p> <p>Apr 28, 2026 Teachers' grades due in TAC @ 10:00am</p> <p>Apr 30, 2026 IPR visible in HAC</p> <p>May 1, 2026 Hard copy of Interim Progress Report sent home</p> <p>May 1, 2026 Student gain eligibility only at end of school day</p>	<p><b>Fourth Nine Weeks</b></p> <p>May 15, 2026 Gradebook Monitoring Report (9 grades)</p> <p>May 21, 2026 End of Grading Period</p> <p>May 22, 2026 Teachers' grades due in TAC @ 10:00am</p> <p>May 28, 2026 Report Cards visible in HAC</p> <p>May 29, 2026 Hard copy of Report Card sent home</p>

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EIA (LEGAL) requires a district, every three weeks or during the fourth week of each nine-week grading period, to give written notice and parent signature if a student's performance in a foundational subject (ELAR, Math, Sci, SS) is consistently unsatisfactory.

**End of Day:** Comprehensive high school day ends at 4:20 pm

**Waiver Rule**

Any student who has failed an exempt course (See below) with a grade of 60-69 is eligible for a waiver. Grades below 60 are NOT eligible. In addition, students may only have one failing class per semester. If the student has more than one failing class, a waiver may not be used. Students are only allowed to apply for a waiver ONCE per semester. In addition, a waiver may only be used

for a class one time throughout the school year. A waiver used in a class the first semester may not be used for the same class in the second semester.

### Dropping a class

- A student may not drop a class in which he/she has a grade below 70 after the end of the first four school weeks of the class without it being considered a failing grade for eligibility purposes.
- Dropping an Honors course, which is exempted for *No Pass, No Play* does not cause loss of eligibility at any time unless full-time student status is affected.
- Dropping a non-advanced class with a grade lower than 70 after the fourth week causes a student to lose eligibility at the end of the grading period until seven calendar days after the end of the next three-week IPR period.

### Questions

- Contact your campus Athletic Director for any questions regarding UIL eligibility.



**ADVANCED CLASSES ELIGIBLE FOR NO PASS NO PLAY EXEMPTIONS  
2025 - 2026**

Requirements related to UIL and all other extracurricular activities sponsored or sanctioned by the school district are located at <https://www.uilTEXAS.org/policy/tea-uil-side-by-side> and in Policy FM(LEGAL)

The following advanced courses are eligible for exemption for extracurricular activity participation:

- All College Board Advanced Placement, International Baccalaureate (IB), and UT OnRamps courses in all disciplines
- Advance Courses in English, LOTE, Math, Science, and Social Studies only.
- Districts may identify additional “honors” or advanced courses in the core and LOTE areas (indicated by \*asterisk)
- Dual Credit Courses in English, LOTE, Math, Science, and Social Studies only.

**ELA**

Dual Credit/Dual Enrollment Courses  
 English I & II, Advanced/TAG Advanced  
 English I SL & II HL, IB/TAG IB  
 English III, OnRamps  
 English III & IV, AP/TAG AP  
 Literature I & II, IB  
 Language & Literature I & II, IB  
 \*Research & Technical Writing  
 AP Capstone: Seminar  
 AP Capstone: Research

**Science**

Dual Credit/Dual Enrollment Courses  
 Biology, Advanced /TAG Advanced/  
 AP/TAG AP/OnRamps  
 Biology I & II IB  
 Chemistry, Advanced /TAG  
 Advanced/AP/IB/OnRamps  
 Chemistry I & II IB  
 Physics I, II, & C, AP/TAG AP

Physics I & II, IB / TAG IB

Physics, OnRamps  
 Earth & Space Science, OnRamps  
 Environmental Science, AP  
 Environmental Systems I & II IB

**Social Studies**

Dual Credit/Dual Enrollment Courses  
 Economics I & II IB  
 Ethnic Studies, African American,  
 Advanced/AP  
 Ethnic Studies, Mexican American,  
 Advanced  
 World Geography, Advanced / Advanced  
 TAG  
 Human Geography, AP/TAG AP /  
 World History, AP/TAG AP  
 U.S. History, AP/TAG  
 AP/Advanced/OnRamps/  
 U.S.Government, AP/TAG AP  
 Comparative Government, AP/TAG AP

Economics, Advanced/TAG AP (Macro)  
 Economics (Micro), AP/TAG AP  
 Psychology, AP/TAG AP  
 Investigations in Psychology, Advanced  
 Special Topics in Social Studies, OnRamps  
 European History, AP/TAG AP  
 History of the Americas I & II, IB/TAG IB  
 History of Europe I & II IB/TAG IB  
 Psychology I & II, IB  
 Theory of Knowledge I & II, IB  
 Special Topics: Philosophy, IB

### Math

Dual Credit/Dual Enrollment Courses  
 Geometry, Advanced /TAG Advanced

Algebra II, Advanced /TAG Advanced /  
 OnRamps

#### \*Precalculus

Precalculus, Advanced /TAG Advanced/  
 AP/TAG AP/OnRamps / IB / TAG IB  
 Statistics, AP/OnRamps

Computer Science I Advanced  
 Computer Science I IB / OnRamps  
 Computer Science II IB / IB SL  
 Computer Science HL IB

#### \*Computer Science III

Computer Science A, AP  
 Computer Science Principles, AP

#### \*Calculus

Calculus AB & BC, AP/AP TAG/IB/IB TAG  
 Math Analysis II Advanced/TAG  
 Math Analysis I, II, III, & IV IB / TAG IB  
 Math Applications I, II, III, & IV IB / TAG  
 IB

#### \*Multivariable Calculus

### LOTE

Dual Credit/Dual Enrollment Courses

Spanish II & III, Advanced  
 Spanish III, IV, V, & VI IB  
 Spanish Language, AP

#### \*Spanish IV

Spanish IV, Advanced  
 French II & III, Advanced  
 French III, IV, V, & VI IB  
 French Language, AP  
 French Literature, AP

#### \*French IV & V

French IV, Advanced  
 German II & III, Advanced  
 German III, IV, V, & VI IB  
 German IV, AP

#### \*German IV & V

German IV, Advanced  
 Latin II & III, Advanced  
 Latin III, IV, V, & VI IB  
 Latin IV, AP / Advanced  
 Chinese II & III, Advanced  
 Chinese III, IV, V, VI IB

#### \*Chinese IV

Chinese IV, Advanced / AP  
 ASL II, III, IV (Advanced)

#### \*ASL IV

#### \*Seminar in LOTE

## Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).**] See page 62

## Required State Assessments

### STAAR (State of Texas Assessments of Academic Readiness) for 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
- Science in grades 5 and 8
- Social Studies in grade 8

### Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the 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 they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

### 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 is required for graduation, unless 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. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

### Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of

the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

### **Standardized Testing for a Student in Special Programs**

Certain students – some with disabilities and some classified as emergent bilingual students – may be eligible for exemptions, accommodations, or deferred testing.

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.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**.] See page 75. STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

### **Failure to Perform Satisfactorily on a STAAR or EOC Assessment**

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

The campus may provide transportation for supplemental instruction. Contact your student's campus to confirm.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

### **Personal Graduation Plan – Middle School Students**

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF(LEGAL) for more information.]

<https://pol.tasb.org/PolicyOnline?key=1245>

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.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.] See page 75

## Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

## Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. 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 all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district

employee. A student may make anonymous reports about safety concerns by <https://roundrockisd.org/anonymous-reporting/>.

- 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

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

## Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct 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.

## Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>).

## Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

## Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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 changes. State law requires parents to update contact information within two weeks after the date the information changes.

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:

- For delays and closures, families will be sent notifications through email, phone call, the district's app and text messages. The information will be posted on the District's website and social media pages.
- For restricted access, families will typically receive an email. Communications may vary depending on the situation.

[See **Parent Contact Information** and **Automated Emergency Communications**.]

## SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.] See page 14

## Schedule Changes (Middle and High School Grade Levels)

The procedures for middle school and high school schedule changes are at the discretion of the campus administration. Students should speak with their campus counselors for information on schedule change options and deadlines.

Student schedules will not be changed to select different teachers or lunch periods or to drop a previously selected elective. When a student enrolls in a course (such as a correspondence course) completed outside of the school day, the student must provide documentation of completion of the course no later than the first day of the semester in order to be eligible for a schedule adjustment.

**Course Level Changes:** Course level changes will be considered only at the end of the first three weeks of the semester for each course that offers a different level of the same course. To be considered for a transfer from an Advanced or AP course, the student must have made a sincere effort to succeed by attending a minimum of four tutorials, completing his/her work, and by attending a conference with his/her teacher and parent. The parent must conference with the teacher before a course level change will be considered. If these conditions are met, the student will be considered for a change. Space availability in the receiving course will be a consideration for a course level change.

Students who receive special permission to change a class schedule are subject to limitations.

When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level. This grade will be calculated into the proper grading period (nine weeks and semester). The student assumes all responsibility for the requirements in the course entered. Level changes in core classes will not be considered after the first nine weeks of class but will be reviewed for the second semester.

## School Facilities

### 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 central administrative office.

If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

**Linda Talbert**

[linda\\_talbert@roundrockisd.org](mailto:linda_talbert@roundrockisd.org)

512-464-5952

### Food and Nutrition 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.

Some students are eligible for free and reduced-price meals based on financial need. 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 requests the student's information not be disclosed.

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

See <https://foodservices.roundrockisd.org/free-reduced-meals/> to apply for free or reduced-price meal services. This is an annual process, application needs to be renewed every school year.

Online applications are encouraged for faster processing. Parents are responsible for any charges accumulated during the processing period. Students who were eligible last school year will carry their status for the first 30 days of school to allow time for a new application to be submitted and processed. If a new school year application has not been received within the 30 days the student will lose their benefits and will be subject to full meal pricing.

Contact your student's campus for more information. Students in qualifying households will receive free or reduced priced meals (breakfast and lunch). A La Carte items such as snacks or extra drinks are not included in the NSLP. Based on the National Lunch Act, all submitted information and qualifying status is confidential information. Citizenship is not a requirement. [See policy CO for more information.]

**Meal Pricing:****Breakfast**

Reduced Price - \$0.00

Full Price - \$1.50

**Lunch**

Reduced Price - \$0.00

Elementary Full Price - \$3.00

Secondary Full Price - \$3.25

***What Makes a Meal***

For **breakfast**, students must select a fruit and/or juice and (2) additional components (Whole grains, protein or milk) to make a meal.

For **lunch**, students must select 3-5 components (Whole grains, protein, fruit, vegetables or milk) to make a meal, one of which must be a fruit and/or vegetable. Students may take up to (2)fruits and (2) vegetables.

Students are not required to take milk during breakfast or lunch.

All menus are posted [online](#). Parents can also download the Nutrislice App and view our menus on their mobile phone. We make all efforts to execute the menus as planned, but at times substitutions may occur.

Parents should continually monitor their child's meal account balance and may deposit money to their student's account to purchase extra entrees, drinks or snacks. Parents can use the MySchoolBucks App at no charge to review their student's account. Download the app [here](#). All snacks offered in the cafeteria meet the strict USDA Smart Snacks requirements.

Money can be deposited in the form of cash, check or online deposit through MySchool Bucks. Please note that MySchool Bucks is a third party and the online deposits are subject to a fee. More information can be found [here](#).

When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board and accumulate a balance of \$10. The district will present the parent with a schedule of repayment for any outstanding account balance. The student will receive a meal in accordance with our Charge Policy at no cost. The district will make every effort to avoid bringing attention to the student. Please visit <https://foodservices.roundrockisd.org/> for more information.

To avoid misuse of student accounts using the student badge for checkout is highly encouraged. If the badge is not available Secondary School students can type in their unique lunch ID number (found in HSS) to check out. The Food Service Department can not monitor all transactions at all times and is not liable for any misconduct not reported within a timely manner (up to 10 business

days of the occurrence)

**Theft:**

Theft and/or destruction of district property is prohibited. Due to the nature of the Child Nutrition Program which is federally funded by the USDA, theft and/or property damage issues will be reported to the Campus Administration.

**Refunds:**

Refunds may be requested by sending an email to [FoodServices@roundrockisd.org](mailto:FoodServices@roundrockisd.org) with the following information: Student Name and ID number and current address where the check will be mailed to. Please allow up to 4 weeks for the refund to be processed.

**Special Diet Accommodations:**

If your student needs special meal accommodations, please have the student's physician complete the [Special Meal Accommodation Form](#). The completed form should be submitted to the campus nurse. The District Registered Dietitian will review and create the appropriate accommodations. Parents/guardians are encouraged to update the form on file yearly and/or anytime the student's medical diagnosis changes.

The following information is published as required by the USDA for participation in the National School Lunch Program:

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

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

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

**Mail:**

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

**Fax:**

(833) 256-1665 or (202) 690-7442; or

**Email:**

[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.] See page 95

## Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see [yana.koleva@roundrockisd.org](mailto:yana.koleva@roundrockisd.org). [See policy FFA for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

## 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 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 the district’s IPM coordinator, see [david.gordon@roundrockisd.org](mailto:david.gordon@roundrockisd.org).

## Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior 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.

## Library (All Grade Levels)

The library is open for independent student use during regular school hours with teacher permission. See campus library website for details: <https://library.roundrockisd.org/directory/>

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

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus librarian.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through Insignia, the library management system. Please see the Parent Information page on the Library Services website for instructions on how to access student library account information. <https://www.roundrockisd.org/o/rrisd/page/parent-community-library-information>

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library.

### **Use of Hallways during Class Time (All Grade Levels)**

During class times, loitering or standing in the halls is not permitted, and 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.

### **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.

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.

Students must leave campus immediately after dismissal from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

### **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). <https://pol.tasb.org/PolicyOnline?key=1245>

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

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

## School-Sponsored Field Trips (All Grade Levels)

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 that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.] See page 74

The district is not responsible for refunding fees paid directly to a third-party vendor.

## Searches and Investigations

### Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may search 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 or 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.

### District Property (All Grade Levels)

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.

### Metal Detectors (All Grade Levels)

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.

## Personal 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 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 **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.] See page 68

## Trained Dogs (All Grade Levels)

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

## Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

<https://pol.tasb.org/PolicyOnline?key=1245>

[See **Steroids (Secondary Grade Levels Only)**.] See page 90

## Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

## Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.] See page 62

## Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

## Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

**Note:** These assessments may qualify a student to receive a performance acknowledgment on the student's 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 TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

## Student Names (All Grade Levels)

All students must be registered with their legal first and last names. All official student records and documents must only use the student's legal name. If a student desires a nickname that is a derivative of their legal name or different from their legal name, then the parent or legal guardian must provide written permission to the school for the nickname to be used informally to identify the student. A parent must submit documentation to the school showing that the student's name has been legally changed to change a legal name in the district systems.

## Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

- Elementary
- Secondary morning announcements
- National Honor Society
- ROTC Banquets
- FFA Banquets

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** See page 75 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.] <https://pol.tasb.org/PolicyOnline?key=1245>

## Summer School (All Grade Levels)

Board Policy EHDA (LOCAL) governs the operation of the summer school program in the Round Rock Independent School District. The state-mandated program for eligible ESL and bilingual students completing prekindergarten and kindergarten is offered.

<https://pol.tasb.org/PolicyOnline?key=1245>

Additionally, accelerated instruction is provided for students who have completed grades 5 and 8 and have not passed the first two administrations of STAAR as part of the Student Success Initiative. High School courses are offered for credit recovery.

Extended School Year (ESY) services are available for students receiving special education services as determined by their ARD committee. Other local summer school programs may be developed and approved by the board annually.

## Tardies (All Grade Levels)

A student who is more than 10 minutes tardy to class will be considered absent and may be assigned to detention hall or given another appropriate consequence.

## Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is 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.

This school year your child will read numerous books. Some of the books will be assigned by the classroom teacher, but others will be self-selected. The books will be assigned based on your child's interest, reading level, and the Texas Essential Knowledge and Skills being learned. Because your child's reading abilities and interests change throughout the year, the reading selections for your child will vary accordingly. A parent/guardian can contact a teacher with specific questions

about his or her child's reading assignments and can request titles his or her child will be assigned. The parent/guardian can request an alternate reading selection for his or her child.

[For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.] See page 20

## Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Bullying (All Grade Levels)**, and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

For **Transfers and Varsity Athletic Eligibility**, see Appendixes, page 150

## Transportation (All Grade Levels)

### School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips (All Grade Levels)**.] See page 119

### Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to eligible students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

<https://go.boarddocs.com/tx/rrisd/Board.nsf/files/AKBQJD69841A/%24file/K1.March%202017%20Hazardous%20routes.pdf>

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

**Tina Fausett, Director of Transportation**, [tina\\_fausett@roundrockisd.org](mailto:tina_fausett@roundrockisd.org), 512-428-2480

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved

route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, call **512-428-2450**.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

Students must:

- Observe all usual classroom rules
- 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
- 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, including loss of the privilege to ride in a district vehicle.

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

### Meeting the Bus

- Parents, guardians, or other adults are not permitted to enter or ride the bus with their student(s).
- Passengers must not stand on the traveled portion of the roadway while waiting for the bus.
- Passengers who must cross the roadway before entering or leaving the school bus shall cross the roadway 10 feet to the front of the bus and only at the direction of the bus driver.
- Passengers must not approach a moving bus until it stops. Once the bus has stopped, and the driver has signaled, passengers may walk toward the bus to board.
- Passengers must enter the bus carefully and in an orderly manner as instructed.
- Once onboard the bus, passengers must go directly to their seat and be properly seated so the bus can continue the route.

### Bus Safety Rules

- Upon boarding, go directly to the seat and stay properly seated so the bus can continue the route.
- Follow the bus driver's directions at all times.
- Fasten seat belts, if applicable

- Passengers shall remain seated in an orderly manner while the bus is in motion and until the bus comes to a complete stop.
- Passengers shall keep arms, legs, heads, and all personal effects inside the bus and out of the aisle.
- The driver is authorized to assign seats. Students must sit in their assigned seats at all times.
- Passengers shall not tamper with emergency equipment or emergency exits. Emergency doors and exits will be used in the event of a declared emergency or evacuation drill.
- Observe the same conduct level as is expected in the classroom.
- Passengers shall not mark or deface the bus and/or its equipment. Any damage done to the bus is chargeable to the parent of the student responsible for the damage. Do not litter or damage the bus in any way.
- No student shall take or remove from another passenger, personal effects of any kind.
- Passengers shall use appropriate language while on the bus and shall not engage in conversation or activities considered to be vulgar, abusive or demeaning. Profanity and obscene gestures are not allowed.
- Passengers are prohibited from bullying or harassing others.
- Do not eat or drink on the bus, except for water in a closed plastic bottle.
- Fighting, horseplay, and throwing objects are prohibited.
- All items prohibited at school are also prohibited on the bus.
- No school bus shall transport firearms, flammable materials, explosives, harmful drugs, chemicals or other prohibited weapons (replica or look alike weapons) or any other items that might endanger the life or health of the passengers. Glass containers that would cause injury to passengers, if broken, should be enclosed in another protective container.
- No student may possess or use any form of tobacco or e-cigarettes in any district vehicle.
- No animals (living or dead) are allowed on the bus, with the exception of service animals allowed by law.
- Large bulky items that cannot fit under the seat or in the lap of the student may be prohibited due to overcrowding of the bus. Arrangements must be made for the transport of these items. This includes large band instruments and school projects.
- Passengers shall wear classroom-acceptable attire while on the bus.

### Departing the Bus

- While exiting the bus, students should move quickly, but safely away from the unloading area.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- The emergency door at the rear of the bus is to be used in emergency situations only. It is not to be used for boarding or departing the bus.
- Students are allowed to board and depart the bus at designated bus stops ONLY!

### Disciplinary Consequences

Misbehavior on the school bus will result in the student being referred to his/her administrator or appropriate disciplinary measures, which may include being deprived the privilege of riding the school bus. In the event a video monitoring system is used on the bus, the film may be used as a basis for determining disciplinary action. When a student's behavior poses a threat to the safety

of themselves and other students on the bus, the following is the recommended guide for disciplinary action steps to be taken:

- 1st Report: Student will be given a warning by the principal\*
- 2nd Report: The student may be removed from transportation for up to three (3) days.\*
- 3rd Report: The student will be removed from transportation for ten (10) days.\*
- 4th Report: The student will be removed from transportation for a length of time up to the remainder of the semester.\*
- 5th Report: The student may be removed from transportation for the remainder of the school year.\*

Based on the severity of the student's conduct, campus administrators, in consultation with the Transportation Department, may bypass the progressive discipline steps above, at their discretion.

**\*Restitution for any damages incurred must be made before the student may return to riding the bus.**

## Prekindergarten Transportation

### Transportation Eligibility

Transportation services are provided to students who live two or more miles from their campus, per the Round Rock ISD school board policy. Students residing within two miles of their assigned school *may* be eligible for transportation if their neighborhood qualifies as hazardous under the district's hazardous transportation rating system. Elementary school bus stops are created with a maximum walk-to-stop distance of 0.25 mi. More information regarding Round Rock ISD transportation, including a bus stop locator search tool, can be found at <https://transportation.roundrockisd.org/>.

### PM Bus Drop Off

An adult of at least 18 years old must be present at the bus stop to receive a Pre-K student from the bus. Any adult who will be receiving a Pre-K student from the bus should be prepared to provide identification to the driver. If an 18+ adult is not present at the bus stop, the student will be returned to their campus. Buses are not able to return to the stop.

### SMART tag

Round Rock ISD implemented the SMART tag student badging system during the 2019-2020 school year. This program ensures that all students are getting on and off the bus at the correct stop and allows campus administrators to see what students are riding the bus, as well as the time and location that students get on and off the bus.

The SMART tag Parent Portal allows parents to see when and where their student(s) get on and off of the bus, as well as the ability to add and remove additional caregivers who are approved to receive their student from the bus.

## Vandalism (All Grade Levels)

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, the district uses video and audio recording equipment 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 as needed 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 special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Bonita Teasley, Executive Director of Special Education ([bonita\\_tasley@roundrockisd.org](mailto:bonita_tasley@roundrockisd.org)) that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.] <https://pol.tasb.org/PolicyOnline?key=1245>

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

## Visitors to the School (All Grade Levels)

### 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:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.] See page 12

## 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 to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and 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 policies FNG(LOCAL) or GF(LOCAL). <https://pol.tasb.org/PolicyOnline?key=1245>

[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 various days, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### *Guest Speakers*

Parents, guardians, community members, or local organization representatives who wish to provide an instructional activity, lesson, or presentation in a district classroom, or during a school-sponsored event, must follow district guidelines found in Appendixes, page 150, of this Student Handbook. Guest presentations must align with TEKS and have administrative approval two weeks before the presentation. Presentations must be instructional and/or informative and not be used for proselytization, advocacy of political causes, fundraising, or the promotion of commercial goods or services.

## Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact: **Karen Geissinger, Executive Assistant, Community Relations** [karen\\_geissinger@roundrockisd.org](mailto:karen_geissinger@roundrockisd.org)

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

## Voter Registration (Secondary Grade Levels Only)

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 (All Grade Levels)

To withdraw a student under age 18 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, including supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

**CPS** stands for Child Protective Services.

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

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U.S. Department of Education.

**Emergent bilingual student** refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

**ESSA** is the federal Every Student Succeeds Act.

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

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

**Safe and Supportive School Team** is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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

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

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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



**Elementary Schools**



**Anderson Mill Elementary**  
10610 Salt Mill Hollow  
Austin, TX 78750  
512-428-3700  
*Amanda Molina, Principal*  
[amanda\\_molina@roundrockisd.org](mailto:amanda_molina@roundrockisd.org)



**Double File Trail Elementary**  
2400 Chandler Creek Blvd.  
Round Rock, TX 78664  
512-428-7400  
*Lily Dreher, Principal*  
[lily\\_dreher@roundrockisd.org](mailto:lily_dreher@roundrockisd.org)



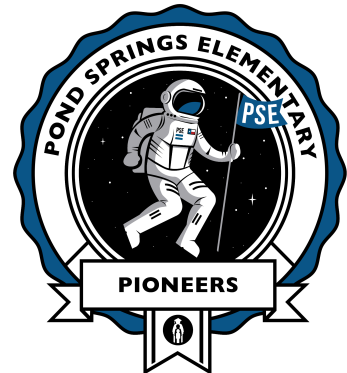
**Old Town Elementary**  
2200 Chaparral Dr.  
Round Rock, TX 78681  
512-428-7600  
*Amber Velasquez Limas*  
[amber\\_velasquez@roundrockisd.org](mailto:amber_velasquez@roundrockisd.org)



**Berkman Elementary**  
*Arts Integration Academy*  
400 West Anderson Avenue  
Round Rock, TX 78664  
512-464-8250  
*April Nilson, Principal*  
[april\\_nilson@roundrockisd.org](mailto:april_nilson@roundrockisd.org)



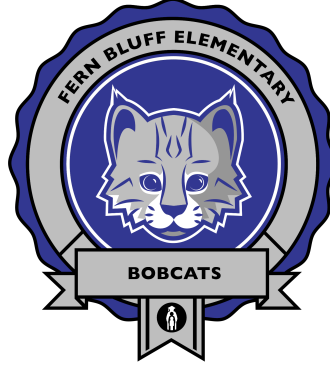
**Elsa England Elementary School**  
8801 Pearson Ranch Road  
Austin, TX 78717  
512-704-1200  
*Krystall Williams, Principal*  
[krystall\\_williams@roundrockisd.org](mailto:krystall_williams@roundrockisd.org)



**Pond Springs Elementary**  
7825 Elk Horn Mountain Tr.  
Austin, TX 78729  
512-464-4200  
*Sjoukje Brown, Principal*  
[sjoukje\\_brown@roundrockisd.org](mailto:sjoukje_brown@roundrockisd.org)



**Blackland Prairie Elementary**  
2105 Via Sonoma Trail  
Round Rock, TX 78665  
512-424-8600  
*Jesica Borunda, Principal*  
[jesica\\_borunda@roundrockisd.org](mailto:jesica_borunda@roundrockisd.org)



**Fern Bluff Elementary**  
17815 Park Valley Dr.  
Round Rock, TX 78681  
512-428-2100  
*Deidra Floyd, Principal*  
[deidra\\_floyd@roundrockisd.org](mailto:deidra_floyd@roundrockisd.org)



**Purple Sage Elementary**  
11801 Tanglebriar Trail  
Austin, TX 78750  
512-428-3500  
*Sara Nelson, Principal*  
[sara\\_nelson@roundrockisd.org](mailto:sara_nelson@roundrockisd.org)



**Bluebonnet Elementary**  
1010 Chisholm Valley Drive  
Round Rock, TX 78681  
512-428-7700  
*Sam Soto, Principal*  
[sam\\_soto@roundrockisd.org](mailto:sam_soto@roundrockisd.org)



**Forest Creek Elementary**  
3505 Forest Creek Dr.  
Round Rock, TX 78664  
512-464-5350  
*Briana Flores, Principal*  
[briana\\_flores@roundrockisd.org](mailto:briana_flores@roundrockisd.org)



**Redbud Elementary**  
1500 Ty Cobb Place  
Round Rock, TX 78664  
512-704-1700  
*Kimberly Connelly, Principal*  
[kimberly\\_connelly@roundrockisd.org](mailto:kimberly_connelly@roundrockisd.org)



**[Brushy Creek Elementary](#)**  
3800 Stonebridge Drive  
Round Rock, TX 78681  
512-428-3000  
*Jenny Strong, Principal*  
[jenny\\_strong@roundrockisd.org](mailto:jenny_strong@roundrockisd.org)



**[Forest North Elementary](#)**  
13414 Broadmeade  
Austin, TX 78729  
512-464-6750  
*Amy Jacobs, Principal*  
[amy\\_jacobs@roundrockisd.org](mailto:amy_jacobs@roundrockisd.org)



**[Robertson Elementary](#)**  
1415 Bayland Street  
Round Rock, TX 78664  
512-428-3300  
*Loretta Garcia-Finder, Principal*  
[loretta\\_finder@roundrockisd.org](mailto:loretta_finder@roundrockisd.org)



**[Cactus Ranch Elementary](#)**  
2901 Golden Oak Circle  
Round Rock, TX 78681  
512-424-8000  
*Vicki Crain, Principal*  
[vicki\\_crain@roundrockisd.org](mailto:vicki_crain@roundrockisd.org)



**[Gattis Elementary School](#)**  
2920 Round Rock Ranch Rd.  
Round Rock, TX 78664  
512-428-2000  
*Faezana Ali, Principal*  
[faezana\\_ali@roundrockisd.org](mailto:faezana_ali@roundrockisd.org)



**[Sommer Elementary](#)**  
16200 Avery Ranch Blvd.  
Austin, TX 78717  
512-704-0600  
*Brooke Elarms, Principal*  
[brooke\\_elarms@roundrockisd.org](mailto:brooke_elarms@roundrockisd.org)



**Caldwell Heights Elementary**  
4010 Eagles Nest Street  
Round Rock, TX 78664  
512-428-7300  
Michelle Montalvo, Principal  
[michelle.montalvo@roundrockisd.org](mailto:michelle.montalvo@roundrockisd.org)



**Great Oaks Elementary**  
16455 Great Oaks Drive  
Round Rock, TX 78681  
512-464-6850  
Heath Frazer, Principal  
[heath.frazer@roundrockisd.org](mailto:heath.frazer@roundrockisd.org)



**Spicewood Elementary**  
11601 Olson Drive  
Austin, TX 78750  
512-428-3600  
Melanie Solis, Principal  
[melanie.solis@roundrockisd.org](mailto:melanie.solis@roundrockisd.org)



**Callison Elementary**  
1750 Thompson Trail  
Round Rock, TX 78664  
512-704-0700  
Laura Ihonvbere, Principal  
[laura.ihonvbere@roundrockisd.org](mailto:laura.ihonvbere@roundrockisd.org)



**Herrington Elementary**  
2850 Paloma Lake Road  
Round Rock, TX 78665  
512-704-1900  
Julie Carrera, Principal  
[julie.carrera@roundrockisd.org](mailto:julie.carrera@roundrockisd.org)



**Teravista Elementary**  
4419 Teravista Club Drive  
Round Rock, TX 78664  
512-704-0500  
Michael Wakefield, Principal  
[michael.wakefield@roundrockisd.org](mailto:michael.wakefield@roundrockisd.org)



**Canyon Creek Elementary**  
10210 Ember Glen Drive  
Austin, TX 78726  
512-428-2800  
*April Crawford, Principal*  
[april\\_crawford@roundrockisd.org](mailto:april_crawford@roundrockisd.org)



**Joe Lee Johnson Elementary**  
A STEAM Academy  
2800 Sauls Drive  
Austin, TX 78728  
512-704-1400  
*Michelle Dean, Principal*  
[Michelle\\_Dean@roundrockisd.org](mailto:Michelle_Dean@roundrockisd.org)



**Union Hill Elementary**  
1511 Gulf Way  
Round Rock, TX 78664  
512-424-8700  
*Dr. Deborah Wills Covault, Principal*  
[deborah\\_willscovault@roundrockisd.org](mailto:deborah_willscovault@roundrockisd.org)



**Caraway Elementary**  
11104 Oak View Drive  
Austin, TX 78759  
512-464-5500  
*Jessica Rinehart, Principal*  
[jessica\\_rinehart@roundrockisd.org](mailto:jessica_rinehart@roundrockisd.org)



**Jollyville Elementary**  
6720 Corpus Christi Drive  
Austin, TX 78729  
512-428-2200  
*Scott Morgan, Principal*  
[scott\\_morgan@roundrockisd.org](mailto:scott_morgan@roundrockisd.org)



**Voigt Elementary**  
1201 Cushing Drive  
Round Rock, TX 78664  
512-428-7500  
*Cheryl Hester, Principal*  
[cheryl\\_hester@roundrockisd.org](mailto:cheryl_hester@roundrockisd.org)



**Chandler Oaks Elementary**  
3800 Stone Oak Drive  
Round Rock, TX 78681  
512-704-0400  
*Vanessa Randels, Principal*  
[vanessa\\_randels@roundrockisd.org](mailto:vanessa_randels@roundrockisd.org)



**Laurel Mountain Elementary**  
10111 D K Ranch Road  
Austin, TX 78759  
512-464-4300  
*Mandy Masters, Principal*  
[mandy\\_masters@roundrockisd.org](mailto:mandy_masters@roundrockisd.org)



**Wells Branch Elementary**  
*Arts Integration Academy*  
14650 Merriltown Drive  
Austin, TX 78728  
512-428-3400  
*Angelica Negrete, Principal*  
[angelica\\_negrete@roundrockisd.org](mailto:angelica_negrete@roundrockisd.org)



**Deep Wood Elementary**  
705 St. Williams Drive  
Round Rock, TX 78681  
512-464-4400  
*Reba Mussey, Principal*  
[reba\\_mussey@roundrockisd.org](mailto:reba_mussey@roundrockisd.org)



**Live Oak Elementary**  
8607 Anderson Mill Road  
Austin, TX 78729  
512-428-3800  
*Brian Braudrick, Principal*  
[brian\\_braudrick@roundrockisd.org](mailto:brian_braudrick@roundrockisd.org)

*Middle Schools*

 <p><b><u>CD Fulkes Middle School</u></b> 300 West Anderson Avenue Round Rock, TX 78664 512-428-3100 <i>Penny Oates, Principal</i> <a href="mailto:penny_oates@roundrockisd.org">penny_oates@roundrockisd.org</a></p>	 <p><b><u>Deerpark Middle School</u></b> 8849 Anderson Mill Rd. Austin, TX 78729 512-464-6600 <i>Dr. Ray Garcia, Principal</i> <a href="mailto:ray_garcia@roundrockisd.org">ray_garcia@roundrockisd.org</a></p>	 <p><b><u>Pearson Ranch Middle School</u></b> 8901 Pearson Ranch Road Austin, TX 78717 512-704-1500 <i>Monica Collins, Principal</i> <a href="mailto:monica_collins@roundrockisd.org">monica_collins@roundrockisd.org</a></p>
 <p><b><u>Canyon Vista Middle School</u></b> 8455 Spicewood Springs Road Austin, TX 78759 512-464-8100 <i>Laura Terry-Brown, Principal</i> <a href="mailto:laura_terry@roundrockisd.org">laura_terry@roundrockisd.org</a></p>	 <p><b><u>Grisham Middle School</u></b> 10805 School House Lane Austin, TX 78750 512-428-2650 <i>Kyla Mills, Principal</i> <a href="mailto:kyla_mills@roundrockisd.org">kyla_mills@roundrockisd.org</a></p>	 <p><b><u>Ridgeview Middle School</u></b> 2000 Via Sonoma Trail Round Rock, TX 78664 512-424-8400 <i>Marisa Ramirez, Principal</i> <a href="mailto:marisa_ramirez@roundrockisd.org">marisa_ramirez@roundrockisd.org</a></p>



**Cedar Valley Middle School**

8139 Racine Trail  
Austin, TX 78717  
512-428-2300

*Larissa Ortiz, Principal*

[larissa\\_ortiz@roundrockisd.org](mailto:larissa_ortiz@roundrockisd.org)



**Hernandez Middle School**

1901 Sunrise Road  
Round Rock, TX 78664  
512-424-8800

*Ebony Parks, Principal*

[ebony\\_parks@roundrockisd.org](mailto:ebony_parks@roundrockisd.org)



**Walsh Middle School**

3850 Walsh Ranch  
Boulevard  
Round Rock, TX 78681  
512- 704-0800

*Rudy Reyes, Principal*

[rudy\\_reyes@roundrockisd.org](mailto:rudy_reyes@roundrockisd.org)



**Chisholm Trail Middle School**

500 Oakridge Drive  
Round Rock, TX 78681  
512-428-2500

*Steven Swain, Principal*

[steven\\_swain@roundrockisd.org](mailto:steven_swain@roundrockisd.org)








**Hopewell Middle School**

1535 Gulf Way  
Round Rock, TX 78664  
512-464-5200

*Lynda Garinger, Principal*

[lynda\\_garinger@roundrockisd.org](mailto:lynda_garinger@roundrockisd.org)

High Schools

 <p><b><u>Cedar Ridge High School</u></b> 2801 Gattis School Road Round Rock, TX 78664 512-704-0100 <i>Dr. Shawn Miller, Principal</i> <a href="mailto:shawn_millerll@roundrockisd.org">shawn_millerll@roundrockisd.org</a></p>	 <p><b><u>Round Rock High School</u></b> 201 Deep Wood Drive Round Rock, TX 78681 512-464-6000 <i>Gordon Butler, Principal</i> <a href="mailto:gordon_butler@roundrockisd.org">gordon_butler@roundrockisd.org</a></p>	 <p><b><u>Westwood High School</u></b> 12400 Mellow Meadow Drive Austin, TX 78750 512-464-4000 <i>Erin Campbell, Principal</i> <a href="mailto:erin_campbell@roundrockisd.org">erin_campbell@roundrockisd.org</a></p>
 <p><b><u>Early College High School</u></b> ACC Round Rock 4400 College Park Drive Round Rock, TX 78665 512-704-1650 <i>Dr. Elizabeth Wilson, Principal</i> <a href="mailto:elizabeth_wilson@roundrockisd.org">elizabeth_wilson@roundrockisd.org</a></p>	 <p><b><u>Stony Point High School</u></b> 1801 Tiger Trail Round Rock, TX 78664 512-428-7000 <i>Anthony Watson, Principal</i> <a href="mailto:anthony_watson@roundrockisd.org">anthony_watson@roundrockisd.org</a></p>	



**McNeil High School**

5720 McNeil Drive  
Austin, TX 78729  
512-464-6300

**Dr. Mack O. Eagleton, IV, Principal**  
[mack\\_eagleton@roundrockisd.org](mailto:mack_eagleton@roundrockisd.org)



**Success High School**

500 Gattis School Road  
Round Rock, TX 78664  
512-704-1300

**Blanca Valencia, Principal**  
[blanca\\_valencia@roundrockisd.org](mailto:blanca_valencia@roundrockisd.org)

**Alternative Education Schools**



**Elementary DAEP**

1511 Gulf Way  
Round Rock, TX 78665  
512-704-0961

**Dr. Latoya Easter, Assistant Principal**  
[oatoya\\_easter@roundrockisd.org](mailto:oatoya_easter@roundrockisd.org)



**GOALS Learning Center**

1311 Round Rock Ave  
- 800 Building  
Round Rock, TX 78681  
512-464-5153

**Jackie Hartle, Principal**  
[jackie\\_hartle@roundrockisd.org](mailto:jackie_hartle@roundrockisd.org)



**Round Rock Opportunity Center**

931 Luther Peterson Place  
Round Rock, TX 78664  
512-428-2900

**Donald Bosier, Principal**  
[donald\\_bosier@roundrockisd.org](mailto:donald_bosier@roundrockisd.org)

## Appendixes

### Information Regarding Permissions Form

(Please print clearly in blue or black ink.)

### **Información con Respecto al Formulario de Permisos**

(Por favor escriba claramente con tinta azul o negra.)

**Directory Information/Publicity Release: Family Education Rights and Privacy Act (FERPA) and Publicity Release:** The primary purpose of directory information is to allow RRISD to include information from your child's records in district publications and announcements. Directory information includes the following: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; honors and awards received; dates of attendance; grade level; most recent educational institution attended; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; student's parent's or guardian's name, address, telephone listing, electronic mail address; and similar information defined as "directory information" by the Family Educational Rights and Privacy Act.

Parents shall have the option to allow release of directory information for school-sponsored purposes only.

The Texas Education Code, Sec. 26.009, allows videotaping of a student for the purposes of safety or discipline, instruction, media coverage, co-curricular or extracurricular activity (such as athletics, band or PTA programs), without parental consent. RRISD staff may photograph, videotape, or audiotape students in our schools for purposes other than those stated directly in the code and publish that content on RRISD web properties and publications.

**Información del Directorio/Publicidad: Notificación de la Ley de Privacidad y Derechos Educativos de la Familia (FERPA, por sus siglas en inglés) y Autorización de Publicidad en los Medios.** El propósito principal de la información del directorio es permitir que RRISD incluya información del expediente educativo de los estudiantes en publicaciones y anuncios del distrito. La información del directorio incluye lo siguiente: nombre; dirección; número de teléfono; correo electrónico; fotografías; fecha y lugar de nacimiento del estudiante; honores y premios recibidos; fechas de asistencia; grado escolar; la institución educativa más reciente a la que asistió; estatus de inscripción; participación en actividades y deportes oficialmente reconocidos; peso y altura de los miembros de los equipos deportivos; el nombre; dirección; número de teléfono; correo electrónico de los padres o tutores legales del estudiante; e información similar definida como "información del directorio" por la Ley de Privacidad y Derechos Educativos de la Familia.

**Los padres tienen la opción de permitir la liberación de información del directorio únicamente para fines patrocinados por la escuela.** El Código de Educación de Texas, Sec. 26.009, permite grabar en video a un estudiante para el propósito de seguridad o disciplina, instrucción, cobertura de medios, actividades curriculares o extracurriculares (como atletismo, banda o programas de PTA), sin el consentimiento de los padres. El personal de RRISD puede fotografiar, grabar en video y audio a los estudiantes en nuestras escuelas para fines distintos a los establecidos directamente en el código y publicar ese contenido en las propiedades y publicaciones de RRISD.

**1. Internet Access Agreement** Students are given access to databases, libraries, and other online resources. They must follow the Appropriate Use Policy. If they violate the Terms and Conditions, they may lose access privileges on the RRISD network and may be subject to school disciplinary action.

**El Acuerdo de Acceso a Internet** Los estudiantes tienen acceso a bases de datos, bibliotecas y otros recursos en línea. Deben seguir la Política de Uso Apropiado. Si violan los Términos y Condiciones, pueden perder los privilegios de acceso en la red de RRISD y pueden estar sujetos a medidas disciplinarias escolares.

**2. Google - Workspace for Education** By providing these online tools, Round Rock ISD equips students with the electronic communication and digital citizenship skills necessary for success in post secondary education and the work place. Students in grades K-12 are given access to selected Google Apps tools.

**Google - Workspace para la Educación** Al proporcionar estas herramientas en línea, Round Rock ISD provee a los estudiantes con las habilidades de comunicación electrónica y conducta digital necesaria para el éxito en la educación superior y en el lugar de trabajo. Los estudiantes de kínder a doceavo grados tienen acceso a las herramientas de Google Apps seleccionadas.

**3. Handbook** The Round Rock ISD Parent-Student Handbook and Student Code of Conduct are available online at [www.roundrockisd.org](http://www.roundrockisd.org). A paper copy is also available upon request.

**Manual** El Manual para Padres y Estudiantes y el Código de Conducta Estudiantil de Round Rock ISD están disponibles en línea en [www.roundrockisd.org](http://www.roundrockisd.org). También puede solicitar una copia en papel.

**Please keep for your records.  
Por favor, consérvela para sus archivos.**

Student's Last Name: \_\_\_\_\_ Student's First Name: \_\_\_\_\_  
*Apellido del Estudiante* *Nombre del Estudiante*

Student ID#/Número de Identificación: \_\_\_\_\_ Grade Level/Grado: \_\_\_\_\_

## Permissions Form

(Please print clearly in blue or black ink.)

### **Formulario de Permisos**

(Por favor escriba claramente con tinta azul o negra.)

Directory Information/Family Education Rights and Privacy Act (FERPA) Notice:

**Información del Directorio/Notificación de la Ley de Privacidad y Derechos Educativos de la Familia (FERPA, por sus siglas en inglés):**

1. I give RRISD permission to release directory information as listed in the “Information Regarding Permission Forms” section to **any requester outside of Round Rock ISD**. *Le doy permiso a RRISD para liberar la información del directorio como se indica en la sección “Información con Respecto al Formulario de Permisos” para cualquier solicitante fuera de Round Rock ISD.*

YES / SÍ                      NO

2. I give RRISD permission for my child’s name, image, work, and other directory information as listed in the “Information Regarding Permission Forms” section to be published or used for **school or district-related purposes** (e.g. school newspaper, web pages, campus/district newsletter, student directories, etc.) *Le doy permiso a RRISD para publicar o usar con fines escolares o del distrito el nombre, imagen, trabajo escolar y otra información del directorio sobre mi hijo, como se indica en la sección “Información con Respecto al Formulario de Permisos” (por ejemplo, periódico escolar, página web, boletín de la escuela / distrito, directorios de estudiantes, etc.)*

YES / SÍ                      NO

3. I give RRISD permission for my child’s name, image, work, and other directory information as listed in the “Information Regarding Permission Forms” section to be published or used for the purposes of **publishing the school yearbook**. By selecting YES, I give permission for RRISD to release my child’s directory information to any necessary outside entity for the express purpose of publishing the school yearbook. *Le doy permiso a RRISD para publicar o usar el nombre, imagen, trabajo escolar y otra información del directorio sobre mi hijo, como se indica en la sección “Información con Respecto al Formulario de Permisos” con el propósito de publicar el anuario escolar. Al seleccionar SÍ, doy permiso para que RRISD libere la información del directorio sobre mi hijo a cualquier entidad externa necesaria con el propósito expreso de publicar el anuario escolar.*

YES / SÍ                      NO

4. I give RRISD permission to release my child’s directory information as listed in the “Information Regarding Student Forms” section to **military recruiters**. *Le doy permiso a RRISD para liberar la información del directorio sobre mi hijo, como se indica en la sección “Información con Respecto al Formulario de Permisos” a los reclutadores militares.*

YES / SÍ                      NO

5. I give RRISD permission to release my child’s directory information as listed in the “Information Regarding Student Forms” section to institutes of higher education upon their request without my prior written consent. *Le doy permiso a RRISD para liberar la información del directorio sobre mi hijo, así como se indica en la sección “Información con Respecto al Formulario de Permisos” a los institutos de educación superior que lo soliciten, sin mi consentimiento previo por escrito.*

YES / SÍ                      NO

6. **Internet Access Agreement:** I have read, understand, and agree to the requirements and guidelines in regards to my student accessing the Internet as described in the Parent-Student Handbook. I also understand that any violation may result in the loss of my student’s network and/or device privileges as well as other disciplinary action. *\*For instructional and administrative purposes, students are automatically given access to Google Workspace for Education accounts and the internet on the first day of school. Administrative time is required to intake and process forms; therefore, if you prefer this access be denied prior to form processing, please contact the school office.* **El Acuerdo de Acceso al Internet:** He leído, entiendo y estoy de acuerdo con los requisitos y las pautas con respecto a que mi hijo tenga acceso a internet como se describe en el Manual para Padres y Estudiantes. También entiendo que cualquier violación por parte de mi hijo puede resultar en la pérdida de privilegios al uso de dispositivos y/o de la red, así como otras medidas disciplinarias. *\*Para propósitos educativos y administrativos, los estudiantes tienen acceso automático a las cuentas de Google Workspace para la Educación y el internet en el primer día de clases. Se requiere tiempo administrativo para ingresar y procesar formularios; por lo tanto, si usted prefiere que no tenga acceso antes del procesamiento del formulario, por favor comuníquese con la oficina de la escuela.*

I give my student permission for Internet access.  
 Doy permiso para que mi hijo tenga acceso a internet.

YES / SÍ                      NO

7. **Google Workspace for Education:** I have read and understand the requirements and guidelines for using Google - Workspace for Education as described in the Parent-Student Handbook. I also understand that any violation may result in the loss of my student 's network and/or device privileges as well as other disciplinary action. **Google - Workspace para la Educación:** He leído y entiendo los requisitos y las pautas para el uso de Google - Workspace para la Educación como se describe en el Manual para Padres y Estudiantes. También entiendo que cualquier violación por parte de mi hijo puede resultar en la pérdida de privilegios al uso de dispositivos y/o de la red, así como otras medidas disciplinarias.

I give my student permission to participate in Google Workspace for Education.  
 Doy permiso para que mi hijo participe en Google Workspace para la Educación.

YES / SÍ                      NO

1. **Handbook:** Please check one of the following options -

- I accept responsibility for accessing the Parent-Student Handbook and Student Code of Conduct by visiting the Web address listed above.
- I would like to receive a paper copy of the Parent-Student Handbook and Student Code of Conduct

2. **Manual:** *Por favor, marque una de las siguientes opciones -*

- *Acepto la responsabilidad de obtener acceso al Manual para Padres y Estudiantes y el Código de Conducta Estudiantil visitando la página Web que aparece arriba.*
- *Quiero recibir una copia en papel del Manual para Padres y Estudiantes y del Código de Conducta Estudiantil.*

Failure to return this form within 10 days of receipt will be considered permission for all options listed. By signing this form, you acknowledge you have read the Parent-Student Handbook.

*Si no devuelve este formulario dentro de los 10 días escolares después de haberlo recibido, se considerará que da su permiso a todas las opciones enumeradas. Al firmar este formulario, usted confirma haber leído el Manual para Padres y Estudiantes.*

Print Name of Parent: \_\_\_\_\_ Date: \_\_\_\_\_  
*Escriba el Nombre del Padre/Tutor Legal Fecha*

Signature of Parent: \_\_\_\_\_  
*Firma del Padre/Tutor Legal*

**\*\*Must be returned to the campus within 10 days\*\***  
**\*\*Deben ser devueltos a la escuela dentro de 10 días\*\***

## Student Clubs: Parental Consent for Participation Form

As required by Texas Education Code §33.0815, parental consent is required for a student to participate in any district-authorized or district-sponsored club. A student is unable to participate in the student club until parental consent is provided. A separate form must be completed for each student club a student wishes to join. The club sponsor will keep the forms on file.

School Year	<input type="text"/>		
Student Name	<input type="text"/>		
Student ID #	<input type="text"/>	Grade	<input type="text"/>
Campus	<input type="text"/>		
Student Club	<input type="text"/>		
Club Sponsor	<input type="text"/>		

**By signing this form, I give permission for my child to participate in the above named club/activity.**

Parent or Guardian First and Last Name: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

For School Use Only:

Date Received: \_\_\_\_\_

Received by: \_\_\_\_\_



**Student Interviewer Identification and Notification Form**

**This section to be completed by Campus:**

Agent's Name: \_\_\_\_\_ Badge/ID Number: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Regional Office or Agency's Main Office Phone Number: \_\_\_\_\_

**This section to be completed by Agency Representative:**

Round Rock ISD is in accordance with RRISD Board Policy GRA (LOCAL), Texas Family Code 52.01 and 262.104 which provides for cooperation with other governmental authorities. Round Rock ISD does require representatives of government agencies to be properly identified before interviewing a student.

Please check the government agency you are a representative for.

- Law Enforcement Agency (please specify) \_\_\_\_\_
- Texas Department of Family and Protective Services
- Other \_\_\_\_\_

The above government agency is requesting to speak to this RRISD student:

Student Name \_\_\_\_\_ Student ID #: \_\_\_\_\_

**A law enforcement official will not be given access to any student without parental consent unless required to do so by a subpoena, warrant, or other law.** If a law enforcement officer presents a federal or state warrant or subpoena and requests an interview with a student, campus staff will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question a student at school;
- Notify the student's parents or other approved family members;
- Notify the area superintendent and Round Rock ISD Police of the request; and,
- Ordinarily, be present for the questioning or interview.

The principal or designee will notify the parent or legal guardian of the RRISD student prior to the interview and give the parent or guardian the opportunity to be present prior to the interview. If the above indicated Agency requests that the parent or guardian not be contacted (please see below).

<u>Documentation of Parent/Guardian Contact:</u>
Parent/Guardian Name: _____
Contact Number: _____
Notes from contact: _____
_____
_____
Administrator Name: _____

**Please check any that apply:**

- The above listed agency requests to interview the
- The above Agency requests that RRISD not notify the parent or guardian prior to the interview. It will be the responsibility of the interviewing government agency to contact the parent/guardian.
- 

Signature of Agent \_\_\_\_\_ Badge/ID Number \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_



## ABSENCES DUE TO LIFE THREATENING ILLNESS

In accordance with state law, before the district may excuse the absence of a student due to a life threatening illness or related treatment, a parent must provide this form to a physician licensed to practice in Texas verifying the illness and related absences. This form, once signed by the parent and physician, must be returned to the student's campus principal or attendance designee before an absence can be excused.

Student Name	
Student ID	
School Campus	
Parent Name	
Parent Phone	
Doctors Name	
Doctors Phone	
Name of Doctors Clinic	
Doctors Clinic Address	
Diagnosed life threatening illness	
Anticipated or Actual Period of the Student's Absence	

I verify that the student has a serious or life threatening illness and that the illness makes the student's attendance infeasible during the period of absence described above.

Physician / Doctor Signature: \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

For School Use Only: Date Received: \_\_\_\_\_ Received by: \_\_\_\_\_



### Request for Exam for Acceleration or Credit by Exam

Student Last Name: \_\_\_\_\_ Student First Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ School: \_\_\_\_\_

Current Grade: \_\_\_\_\_

*\*\*Courses completed through credit by exam may not be recognized by NCAA for student eligibility to play in Division I or II colleges, so plan carefully and contact NCAA for their policies.\*\**

#### Credit by Exam or Examination for Acceleration Information [See Board Policies EHDB and EHDC]

- **Examination for Acceleration** is for students who have not received approved prior instruction in the course.
  - Students must earn a grade of 80% or higher to receive credit.
  - A student may only have two attempts to score at the 80% level.
  - If a student fails to earn credit for a specific course before the beginning of the school year in which the student would ordinarily be required to enroll in the course, the student must enroll in and satisfactorily complete the course to receive credit.
  - The exam grade will be posted to the student's transcript. The grade will not be calculated into the GPA.
- **Credit by Exam for Credit Recovery Information**
  - High school credit by examination is for students who have received approved formal instruction in the school where they are enrolled, or a previous accredited school, but did not earn credit for the course.
  - Students must earn a grade of 70% or higher to receive credit.
  - A student may only have three attempts to score at the 70% level.
  - The exam grade will be posted to the student's transcript. The grade will not be calculated into the GPA.

#### Allowable Examination Institutions (Please indicate which institution you are utilizing)

\_\_\_\_\_ University of Texas Distance Learning ([https://highschool.utexas.edu/credit\\_by\\_exam](https://highschool.utexas.edu/credit_by_exam))

\_\_\_\_\_ Texas Tech Distance Learning (<https://www.depts.ttu.edu/k12/cbe/>)

\_\_\_\_\_ Round Rock Independent School District <https://advancedacademics.roundrockisd.org/>

It is the **SOLE** responsibility of the student to register for, order, and complete this credit option. RRISD **MUST** have an official transcript from the issuing institution prior to credit being reported on the transcript for RRISD or a student being allowed to take a course at their enrolled school that requires the course as a prerequisite.

**Request for Exam for Acceleration or Credit by Exam (p2)**

**Requests:**

Course Name: \_\_\_\_\_ Grade Level or Semester (A or B): \_\_\_\_\_

Acceleration or Recovery: \_\_\_\_\_ Expected Examination Date: \_\_\_\_\_

Course Name: \_\_\_\_\_ Grade Level or Semester (A or B): \_\_\_\_\_

Requested Examination Window: \_\_AUGUST | \_\_NOVEMBER | \_\_FEBRUARY | \_\_MAY

Credit Type:  Acceleration  Recovery

Expected Examination Date: \_\_\_\_\_

**Approval Signatures:**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

School Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Principal or Designee \_\_\_\_\_ Date \_\_\_\_\_

- All approval signatures are required before enrolling in the exam.
- After all approval signatures have been received:
  - The designated school counselor will provide a copy to the student and parent.
  - The designated counselor will keep the pre-approval form on file.

**REQUEST FOR ELEMENTARY EXAMINATION FOR ACCELERATION**

Please fill out all spaces completely. Incomplete or illegible registrations will be returned.

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Campus: \_\_\_\_\_ Grade: \_\_\_\_\_

**ELEMENTARY EXAMINATION FOR ACCELERATION REQUEST** \_\_\_ May \_\_\_ August

**Please select choice of grade level to be tested out of:**

\_\_\_ Kindergarten    \_\_\_ Second Grade    \_\_\_ Fourth Grade

\_\_\_ First Grade    \_\_\_ Third Grade    \_\_\_ Fifth Grade

Counselor or Administrator \_\_\_\_\_

Parent Name \_\_\_\_\_

Parent Email Address \_\_\_\_\_

\_\_\_\_\_(\_\_\_\_\_)\_\_\_\_\_

Home Phone #

\_\_\_\_\_(\_\_\_\_\_)\_\_\_\_\_

Cell Phone #

Test results should be sent to: \_\_\_\_\_

Name

Campus

\_\_\_ By checking this box and typing my name below, I am electronically signing this Request for Elementary Examination for Acceleration.

First Name

MI

Last Name

\_\_\_\_\_

**Note: To be eligible for examination for acceleration, student performance and test scores should indicate a high probability of success. Teacher recommendations and grades may be considered, as well as student products that demonstrate proficiency in the grade level.**

The Round Rock Independent School District is an equal opportunity employer and provides education programs and services which do not discriminate on the basis of age, creed, sex, ethnic or national origin, race, color, religion, disability or against any other legally protected group. Complaints should be addressed to the district's Department of Legal Services at (512) 464-5036. Sex discrimination in public education, including sexual harassment, is prohibited under Title IX. Contact RRISD Title IX Coordinator, Lindsey McPheeters at (512) 464-5451. Contact the Section 504 Coordinator, Marie Gonzales at (512) 464-5140 for any concerns regarding discrimination on the basis of disability.  
6/5/18 RRISD Examination for Acceleration



# Overview of School Discipline in Texas

## For Parents



August 2025

Your school district has a Student Code of Conduct (SCOC) that sets the rules for student behavior and explains what happens when those rules are broken. State law also sets discipline rules.

### How Students are Expected to Behave

Students need to arrive at school and at each class on time, ready to learn. To learn actively, students must participate and follow their teacher's instructions.

Teachers use different strategies to manage behavior and give consequences if students misbehave.

#### Strategies to manage behavior could include:

- » Praising good behavior
- » Using assigned seating
- » Using visual or nonverbal cues to redirect
- » Communicating behavior expectations and consequences at the beginning of school year and as needed

#### For minor misconduct, consequences might include:

- » Private talk or warning
- » Contacting student's parent
- » Meeting with the parent
- » Assigning detention

For more serious misbehavior, the student could be removed from the classroom, the school, or even the district, temporarily or permanently.

### Removals from Class by the Teacher

Under Texas law, a teacher has broad authority to remove a student from their classroom, which can carry significant consequences to a student. A teacher can remove a student from class who:

- ♦ Repeatedly disrupts teaching and learning;
- ♦ Acts in a way that is unruly, disruptive, or abusive to others; or
- ♦ Engages in bullying behavior.

Teachers have the legal authority to remove a student from class if a student does any of the above even if it only occurs once.\* You will be notified if a teacher removes your child from class for one of these reasons.



### Campus Behavior Coordinator and Managing Discipline

Each school must designate an administrator\* to help manage student misconduct as the campus behavior coordinator (CBC). CBCs attempt many different strategies to help improve the behavior of students who have misbehaved.

#### Management strategies might look like:

- » A behavior contract
- » Regular check-ins between the CBC and student
- » Setting up a peer or mentor support system
- » Explicitly teaching how to appropriately handle disagreements with peers

#### More serious consequences could include:

- » In-school suspension (ISS)
- » Out-of-school suspension (OSS)
- » Transfer to Disciplinary Alternative Education Program (DAEP) – sometimes referred to as “alternative school” or “alternative campus”
- » Expulsion

## Overview of School Discipline in Texas



### Discipline Conferences, Appeals, and Parent Rights

When a student is removed from the classroom for disciplinary reasons, not later than the third class day after the student was removed, a conference must be held. At the conference, you will

- ◆ Learn more about why your child was removed;
- ◆ Learn of your right to appeal your child's removal\*;
- ◆ Discuss a return-to-class plan with the CBC if the reason for the removal was for one of the reasons described above at Removals from Class by the Teacher.\*



After the conference, the CBC will give a consequence and will note if the consequence is inconsistent with the SCOC. With an expulsion, a student will always be provided a hearing to which you and your child will be invited.

To return to the classroom after a removal, the teacher must give written consent. The teacher can be overruled by a campus placement review committee, except in cases of an assault against the teacher.

If your school board has a policy for behavioral agreements, you can request one when your child is placed in a DAEP or is expelled. If followed by you and your child, an administrator may shorten the length of the disciplinary placement.\*

### Discipline and Students with Disabilities

Students with disabilities can typically be removed from class if they misbehave under the same rules as students without disabilities. However, when a student is removed from their typical classroom and doesn't receive their required services for a certain number of days, the student's Section 504 committee or admission, review, and dismissal (ARD) committee must review whether the misconduct was caused by the student's disability or the school's failure to follow the student's plan or program.

### Types of Disciplinary Removals

	ISS	OSS	DAEP	Expulsion
What is it?	Removal from regular classroom but stays at school under the supervision of school staff	Removal from campus and cannot come back to campus until after suspension period	Removal from regular classroom; can be on or off campus. Some DAEP removals are required by law (mandatory).	Removal from campus (and sometimes the district). Sometimes expulsion is required by law (mandatory). Expulsion can be at a juvenile justice program or can be a virtual expulsion program* in some cases.
How long is the removal?	Not limited but CBC must review at least every 10 school days*	3 school days per incident	Set by the SCOC (with limited exception)	Set by the SCOC (with limited exception)
Are there age or grade level limits?	No	Student below grade 3 or who is experiencing homelessness cannot be assigned OSS except for very limited offenses	Students younger than 6 years of age cannot be placed in DAEP	Students younger than 10 years of age cannot be expelled (with limited exception)

\*This symbol means that this is a change in law related to discipline in public schools made by the Texas Legislature in the 89th (2025) Regular Session.

Quick Reference Guide for 89th Legislative Priorities that are updated and/or referenced in the 25-26 Student Handbook and Code of Conduct.

<b>SB / HB / CH</b>	<b>Topic</b>	<b>CoC Page #</b>	<b>SHB Page #</b>
<b>HB 1481</b>	Electronic Devices / Cell Phones	15	70
<b>SB 571</b>	CPS Reporting	Not addressed	51
<b>SB 12</b>	School Approved Clubs	Not addressed	73
<b>SB 12</b>	Prohibition of DEI	Not addressed	74
<b>SB 12</b>	Health Screening Consent	Not addressed	87
<b>SB 12</b>	Student Names	Not addressed	128
<b>SB 401</b>	Home School Student UIL Participation	Not addressed	Not addressed
<b>SB 10</b>	Displaying the 10 Commandments	Not addressed	Not addressed
<b>SB 11</b>	Student Prayer	Not addressed	38, 105
<b>SB 1049</b>	Student Absences Due to Religious Instruction	Not addressed	34, 38
<b>HB 6</b>	Non-THC Vaping / e-cigarettes	18, 29, 49	95
<b>HB6</b>	ISS and OSS	13, 25, 26	100
<b>SB 25</b>	PE and Recess - Discipline	Not addressed	93
<b>SB 13</b>	Library Materials and Parent Review	Not addressed	124
<b>SB 3372</b>	Administrator Restrictions	Not addressed	Not addressed
<b>CH 37</b>	Student Removal Process	23, 24	Not addressed

## Form: Parental Rights and Options Information



As a parent, you are the most important voice in your child's education. Texas law recognizes that students do best when families are informed, involved, and respected. Parents are partners with educators, administrators, and school boards of trustees in their children's education. Parents have specific rights outlined in the Texas Education Code including Chapter 26: Parental Rights and Responsibilities.

This form provides information about many of the parental rights and options described in the Texas Education Code, including the right to refuse or remove your child from certain activities and instruction. It is not a complete description of all parental rights. Parents should review this form along with their district's student handbook.

### Rights Regarding School Options

Parents are entitled to choose the educational setting that best fits their child, including public school options or private schools (including home school programs). Parents may be eligible for funding to support their choice through educational savings accounts. If parents choose public schools, there are a variety of options within that category, including options within and outside of your current school district like public charter schools and virtual/hybrid programs and campuses.

A parent has the right to petition the district school board if the parent would like to request the assignment or transfer of their child to a different school in the district. Parents can also request transfers when their children are victims of certain offenses such as sexual assault or bullying.

Children of peace officers and military personnel also have certain rights related to where they can attend school.

Parents have the right to access public education grants to request assignment at a different school or district when their child's current school scores an unacceptable rating according to Texas' academic accountability system.

### Rights Regarding Course of Study and Supplemental Services

Parents have a right to participate and direct their child's academic career. They are allowed to request changes to their child's course assignments, including the addition of specific classes to the overall offerings of their child's school and placing their child in a more advanced class. There are also additional services available for students who are struggling with their coursework or who do not meet satisfactory performance on state assessments. Parents have the right to be informed of and reject these services.

Districts must inform parents when their child is assigned an uncertified teacher or an inappropriately certified teacher (as this term is defined by law) for more than thirty consecutive instructional days during a school year.

Additionally, a parent typically must be notified if they have a child in prekindergarten through grade 4 and the class exceeds twenty-two students.

Once in ninth grade, a district must notify a parent each year of opportunities for their child to earn college credit and work-based education programs, and parents will be part of the development of students' personal graduation plans.

**Form: Parental Rights and Options Information****Rights Regarding State Standards and Requirements**

Public schools are required to follow the Texas Essential Knowledge and Skills (TEKS) when adopting their curriculum. Parents have certain rights to participate in the development and updating of these standards through the [State Board of Education's](#) processes.

**Rights Regarding Instructional Materials and Library Materials**

To increase and sustain parental involvement in children's education, parents have many rights of access and oversight of instructional materials used in their children's classrooms. A parent is entitled to review all teaching materials, instructional materials, and other teaching aids used in their child's classroom. Similarly, parents are entitled to access and review available library materials. Parents may submit lists of library materials that their child is not permitted to access which the school must enforce. Parents must also be able to access their student's library records. Parents may request formal reviews of both instructional materials and library materials.

**Rights Regarding Grade, Class Rank, and Attendance Information**

Before each school year, a district must adopt a grading policy that describes how grades for class assignments and examinations will be awarded. Additionally, your district or school will post on their website an instructional plan or course syllabus for each class offered each semester. Each child's teacher must also give this to a parent as well, and a parent can ask for another copy at any time.

Texas has a law that requires children of specific ages to attend school, typically referred to as the compulsory attendance law. Parents have certain rights that exempt their child from compulsory attendance or authorize excused absences. The state requires a student to be present for 90 percent of the days a class is offered in order to receive credit for a course or a final grade. A parent can, however, petition a district's attendance committee for their child to regain credit for a course or a final grade in certain cases if the child's attendance is below 90 percent. While students are still responsible for missed work, parents may request that their child be excused for 1 to 5 hours per week to attend religious instruction. Parents may also remove their child from a class or activity that conflicts with their religious or moral beliefs by submitting a written request to their child's teacher.

State law now requires the commissioner of education to develop a standard way of calculating grade point average (GPA) that districts must use. A GPA is used to help develop students' class ranking. School districts have certain obligations to provide information to parents and students informing them of automatic admission into state teaching institutions for students who reach certain levels of class ranking.

Parents are also encouraged to find out more about each school district board's plan for parental participation, which is required to improve parent and teacher cooperation, including in the areas of homework, school attendance, and discipline.

**Rights Regarding Student Promotion, Retention, and Graduation Policies**

Parents have certain rights to request that their child progress in their educational career more slowly or quickly depending on their abilities and progress. A parent may request that their child repeat certain grades or courses.

**Form: Parental Rights and Options Information**

Districts are required to notify parents about halfway through each grading period if their child's performance in reading/language arts, math, science, or social studies is unsatisfactory. Additionally, a district must offer at least two opportunities each year for in-person conferences between each parent and their child's teachers.

School districts must provide parents with certain information about graduation requirements and involve them in developing personal graduation plans.

**Rights Regarding Health Education Instruction**

To tailor a student's educational experience to their parents' values and beliefs as well as those of their communities, there are certain parental rights associated with the health education provided to students. Each district must have a local school health advisory council (SHAC), which must be composed of mostly parents of enrolled students, to help make certain decisions around the district's health education and other health-related decisions.

Parents must also provide written consent before schools provide any human sexuality instruction.

**Rights Regarding Sexual Orientation and Gender Identity**

The state legislature has prohibited instruction and guidance for students relating to sexual orientation or gender identities. Additionally, school districts must have a policy and prohibit staff assistance of students socially transitioning. Parents have certain rights relating to observed violations of this policy and school boards must investigate complaints.

**Rights Regarding Immunizations**

The Texas Department of State Health Services (DSHS) establishes required immunizations for students who attend public schools in Texas. Parents who wish to exempt their child from the required immunizations can access an [exemption affidavit](#) form from the DSHS website.

**Rights Regarding Health Care and Health-Related Services**

Before the first day of the school year, districts must inform parents of each health-related service offered at the campus their child attends. Health-related services will vary by campus and district but might include services such as school counseling services, physical health screenings, first aid, management of chronic illnesses, medication administration, social skills training, substance abuse prevention, and stress management. When notice is provided to a parent, a statement must also be provided of the parent's right to decline or deny consent for any health-related service.

Parents retain their right to make medical and health care decisions for their child and consent will be sought prior to care being provided unless it is for life saving care or otherwise prohibited or not required under other existing laws.

A parent may submit a written request to the school to administer nonprescription medication to their child if the medication provided by the parent is unexpired, appears to be in the original container, and the dose requested by the parent is consistent with the container's label. Prescription medication that the parent

**Form: Parental Rights and Options Information**

would like administered to their child at school would need to also be submitted with a written request by the parent asking that it be administered to the child while at school.

School counselors must implement a comprehensive school counseling program in accordance with state law and guidelines. However, each school must annually conduct a preview of the program for parents, and parents could choose to remove their child from the services provided under this program.

**Rights Regarding Gifted and Talented Programs**

School districts must develop a process to identify and serve students who are considered gifted and talented. Each district has a policy about how gifted and talented students are identified and served.

**Rights Regarding Special Education, Bilingual Education, and Special Language Programs**

Students with disabilities and emergent bilingual students are entitled to certain protections and programming under both federal and state law. Parents have the right to be involved and informed in their educational experience and are entitled to receive specific notices to ensure their participation in meetings regarding their child's educational needs.

Parents of students who are emergent bilingual who qualify or might qualify for bilingual or special language programs can access [information](#) regarding their rights in those programs.

Parents of students who receive special education services or who think their students might be eligible for special education services can review an [Overview of Special Education for Parents](#) form or can access [SpedTex](#) for more information.

**Rights Regarding Data Collection Practices**

There are certain protections available for student and family information obtained from a student at school. Parental consent is required for many types of surveys or information gathering before those can occur, including information that involves gathering a student's biometric identifiers such as fingerprints or retina scans. School districts are also required to consult with parents to create local policies that cover parental rights during surveys or physical exams and the collection of personal information from students.

Additionally, the release of student-level information maintained by a district would be prohibited, with limited exceptions, without parental consent to release that information.

**Rights Regarding Grievance Procedures**

Parents have several options when they suspect a requirement is not being followed. You are encouraged to work through disagreements with your child's teacher(s) and campus administrators. School districts must also have a local grievance process to ensure parents can submit a grievance to the individuals most able to address their concern and to appeal up to the board of trustees, or a committee composed of some of the board members, within timelines designated by law. Districts are required to post on their websites and in student handbooks their procedures for resolving grievances and the forms for filing grievances.

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**Form: Parental Rights and Options Information**



In certain cases, a parent may appeal to the commissioner of education. If a public school appears to be violating an education law of the state, the parent may also file a [complaint](#) with the agency.

## Guest Speakers

This protocol governs the invitation and participation of community members, including parents, guardians, and local organization representatives (hereafter referred to as "Guests"), who wish to provide an instructional activity, such as reading a book or presenting a lesson related to a cultural or religious observance, in district classrooms or during school-sponsored events.

### I. Purpose

The purpose of this protocol is to enrich the educational experience of our students by welcoming community expertise while ensuring all guest-provided content is instructionally appropriate, aligned with state curriculum standards, and respectful of the diverse values within our school community. This policy also ensures transparency and provides parents the right to opt their student out of a specific Guest presentation.

### II. Core Requirements for Guest Presentations

All Guest presentations must adhere to the following core requirements:

1. **Direct TEKS Alignment:** The subject matter, content, and materials of the Guest presentation **must be directly connected to, and supportive of, the current Texas Essential Knowledge and Skills (TEKS)** for the relevant grade level and subject area. The content must be connected to current TEKS. The content cannot introduce material that is outside the scope of the district's curriculum.
2. **Administrative Approval:** The proposing campus staff member (e.g., teacher, librarian) must submit a request to the **Campus Principal** (or their designee) for approval at least **two weeks** prior to the proposed date.

The request must include:

- a. The name and contact information of the Guest.
  - b. A clear description of the proposed lesson or book.
  - c. A specific explanation of how the content aligns with the current TEKS.
  - d. A list of all materials (e.g., books, handouts, media) to be used.
3. **Instructional Focus:** The presentation must maintain an **instructional and informative focus**. It must not be used for proselytization, advocacy of political causes, fundraising, or the promotion of commercial goods or services.
  4. **Supervision:** The teacher or sponsoring staff member must remain present and supervise the classroom for the entire duration of the Guest presentation.

### III. Parent Notification and Opt-Out Procedure

To ensure parental awareness and choice, the following notification procedures must be strictly followed for all approved Guest presentations that cover cultural or religious observances:

1. **Content of Notification:** Once a Guest presentation is approved, the campus must issue a formal notification to all parents of the students who will be present. The notification must be sent home at least **five (5) school days** prior to the scheduled date of the visit.
2. **Required Information:** The notification must clearly and concisely include:
  - a. The name of the Guest.
  - b. The topic of the presentation (e.g., "A lesson on Diwali," "Reading a book about Hanukkah").
  - c. The date and time of the scheduled visit.
  - d. A clear statement that the content is an **optional** instructional activity and that parents have the right to opt their student out of attending.
3. **Opt-Out Mechanism:** The notification must include a simple and clear mechanism (e.g., a detachable slip, an online form) for parents to formally indicate their desire to opt their student out.
4. **Alternative Supervised Location:** For any student whose parent has submitted a formal opt-out request, the campus will provide a **supervised alternative location and activity** during the time of the Guest presentation. This location will typically be the school library or another non-instructional, supervised area, and the activity will be a quiet, independent task (e.g., silent reading, school-provided assignments). The student will return to their regular classroom immediately following the conclusion of the Guest presentation.
5. **Failure to Opt-Out:** If a parent does not return or respond to the opt-out form, the student will be expected to attend the presentation.

### IV. Vetting and Background Checks

All Guests who are not current District employees must comply with the District's standard visitor and volunteer procedures, which include:

1. **Completing a required district visitor/volunteer application and background check.**

## Varsity Athletic Eligibility

### UIL Eligibility Standards

For more information, see the link per UIL:

<https://www.uil texas.org/policy/eligibility>

### General policy and exceptions

- **Standard transfer rule:** A student is ineligible for varsity competition for one calendar year after transferring beyond the *first opportunity*. See definition in RRISD transfer policy.
- **Change of residence:** If a student's family moves into a new attendance zone, they may be eligible to play immediately.

### Round Rock ISD Transfer Policy:

- **Intra-District Transfers** - A student who has an option to attend more than one high school within a school district, rather than being assigned to a school according to attendance zones, is eligible at the school first selected if he/she transfers at the *first opportunity*. If a student subsequently transfers to another school, the student is not eligible for varsity athletic competition until he/she has been enrolled and regularly attends that school for at least the previous calendar year.
- **Out of District Transfers** - A student and other students who do not reside in the attendance zone of the school at which the student attends must be continuously enrolled in and regularly attending the school for one calendar year to gain eligibility for varsity athletic participation.
  - Students who live in the Round Rock ISD boundaries and accept an intra-district transfer to another school in Round Rock ISD are eligible at the first school that they selected at their first opportunity to make a choice. *This would be defined as incoming 9th-grade students*. If a student decides to return to their home zoned campus, they will be ineligible for varsity competition for one calendar year from their date of enrollment.
  - Out-of-district students who accept a transfer utilizing the open enrollment transfer option will be required to sit out from varsity play for one calendar year from their date of enrollment at their school, or they will have to have an approved UIL waiver.



**ROUND ROCK**  
INDEPENDENT SCHOOL DISTRICT

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