Prosper Independent School District
BOARD OF TRUSTEES

Notice of Public Meeting & Agenda

Regular Meeting | June 17, 2019 | 7:00 PM
Prosper ISD Board Room, 605 East 7th Street, Prosper, Tx 75078

A Regular Meeting of the Board of Trustees of the Prosper Independent School District will be held on June 17, 2019 at 7:00 PM in the Prosper ISD Board Room, 605 East 7th Street, Prosper, Tx 75078, where a quorum of the Board of Trustees will be present.

1. **Meeting Overview 6-17-19**
2. **Invocation**
3. **Pledge of Allegiance**
4. **Open Forum/Communications/Presentations**
   A. Special Business - The Board will elect Board Officers for 2019-2020.
5. **CONSENT AGENDA**
   A. Approve the minutes of the prior meeting(s): 5-20-19.
   B. Enrollment Update - PISD Demographic Report 1Q/2019
   C. Construction Update
   D. Student Outcomes Report - CTE
6. **EDUCATION**
   A. Consideration and possible approval of expedited waivers as granted by the Texas Education Agency.
   B. Consideration and possible approval of Student and Employee Handbooks for 2019-2020.
7. **BUSINESS**
   A. Consideration and possible approval of the Financial/Investment/Tax Report for May, 2019.
   B. Consideration and possible approval of budget amendments.
   C. Continue to evaluate preliminary budget information for the 2019-2020 school year.
   D. Consideration and possible approval of the purchase of instructional materials from EAI Education.
   E. Consideration and possible execution of Competitive Sealed Proposal (CSP) contract with Pogue Construction for the construction of Elementary #12.
   F. Consideration and possible approval to authorize district administration to auction off capital items that are obsolete or no longer of use to the PISD including, but no limited to, technology-related equipment, furniture, etc.
   G. Consideration and possible execution of contract with Child's Play for the replacement of playground surface at Cockrell, and Light Farms, and the surface and some equipment at Baker, Folsom, and Rucker.
   H. Consideration and possible approval to purchase cubicles and office furniture with Office Depot (Purchasing Cooperative).
   I. Consideration and possible adoption of resolution expressing official intent to reimburse the costs of the 2019 School Bond Election projects.
   J. Consideration and possible approval to purchase utility easement related to the construction of MS #4.
   K. Consideration and possible approval of Update 113 to the Local Policy Manual.
   L. Consideration and possible approval of a change to Board Policy CH (LOCAL) regarding purchasing authority.
   M. Discuss and consider possible action regarding potential future school sites, the purchasing of land and site-related infrastructure costs.* (551.072)
8. **PERSONNEL**
   A. Discuss and consider action on approval of any professional /contract personnel (including campus and district level administrators) to be employed and status of current professional personnel.* (551.074)
   B. Consider action on approval of resignations received.* (551.074)

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9. **FUTURE BUSINESS**
   A. Important Dates:
      1. June 24 - July 5, 2019 ALL PISD OFFICES/CAMPUSES CLOSED
      2. July 15, 2019 Regular Monthly Meeting

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on at Prosper, Texas.

Dr. Holly Ferguson
Dr. Holly Ferguson, Superintendent

During the course of the meeting, the Board may discuss any of the following items in a closed meeting in accordance with the Texas Open Meetings, Act, Government Code, Chapter 551, Subchapters D and E.

§551.071	Private consultation with the Board's attorney regarding pending or contemplated litigation, a settlement offer, or a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Government Code, Chapter 551.
§551.072	Deliberation regarding purchase, exchange, lease, or value of real property.
§551.073	Deliberation regarding negotiated contracts for prospective gifts or donations.
§551.074	Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, or the hearing of a complaint or charge against an officer or employee.
§551.076	Deliberation regarding the deployment, specific occasions for, or implementation of, security personnel or devices, or a security audit.
§551.082	Deliberation regarding discipline of a public school child or complaint or charge against an employee by another employee and the complaint or charge directly results in a need for a hearing.
§551.0821	Deliberation regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation
§551.083	Deliberation regarding the standards, guidelines, terms, or conditions the Board will follow, or instruct its representatives to follow, in a consultation with a representative of an employee group.
§551.084	Exclusion of a witness from a hearing during the examination of another witness in the Board's investigation of a matter.
§551.089	Deliberation regarding security assessments or deployments relating to information resources technology, network security information, or the deployment, or specific occasions for implementation, of security personal, critical infrastructure, or security devices.

Should any final action, decision, or vote be required in the opinion of the Board with regard to any matter considered in closed session, then the final action, decision, or vote shall be taken during an open meeting.

Prosper ISD Legislative Contacts

Senator Pat Fallon

512-463-0130

Representative Scott Sanford

512-463-0356 / 972-548-7500

Representative Jared Patterson

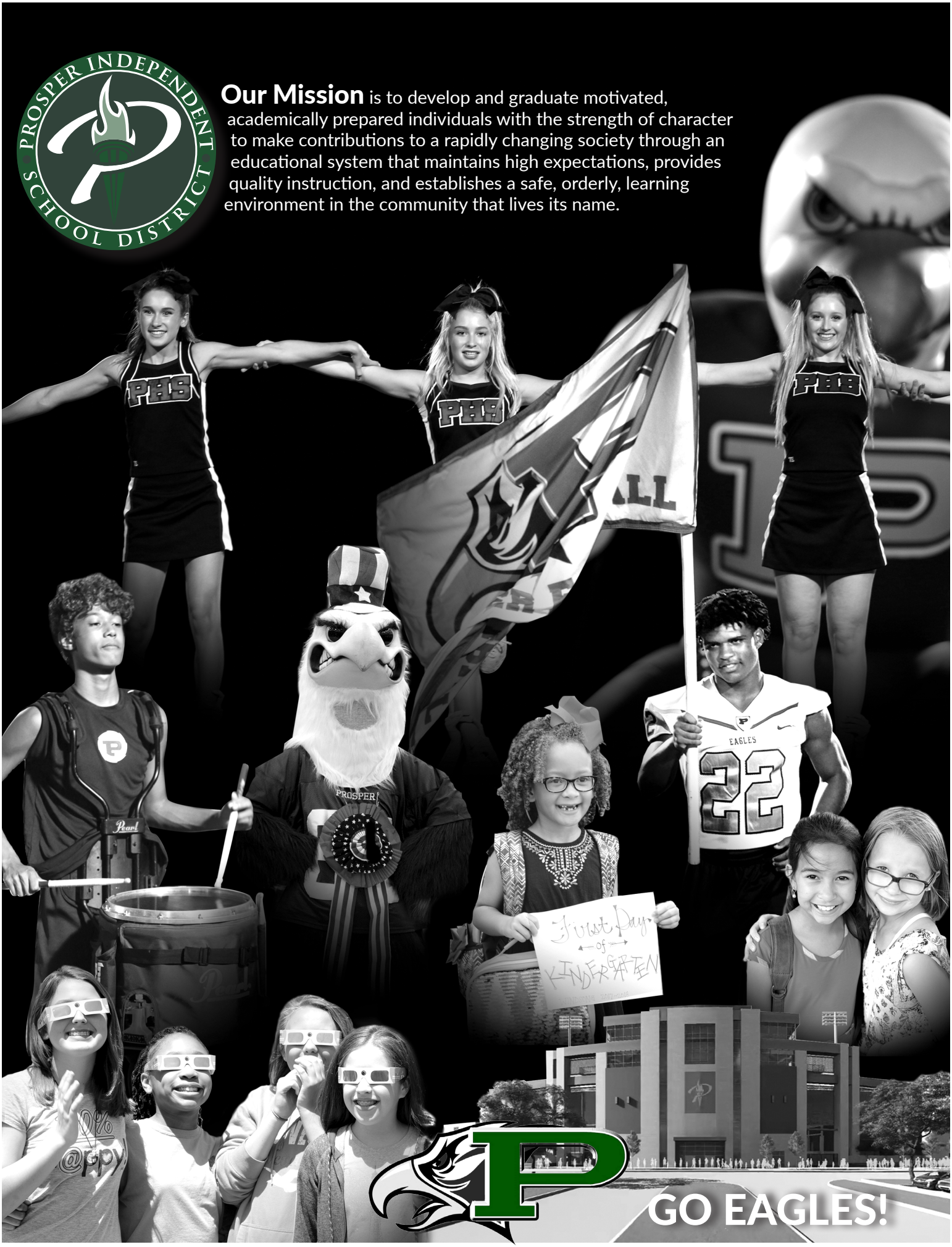
512-463-0694

Representative Justin Holland

512-463-0408 / 972-722-7521

State Board of Education Pam Little

972-342-6697


PROSPER INDEPENDENT SCHOOL DISTRICT
Our Mission is to develop and graduate motivated, academically prepared individuals with the strength of character to make contributions to a rapidly changing society through an educational system that maintains high expectations, provides quality instruction, and establishes a safe, orderly, learning environment in the community that lives its name.
EAGLES
22
PROSPER
Pearl
First Day of KINDERGARTEN
GO EAGLES!

CONSENT AGENDA

Item 6: Consider action on approval of the Consent Agenda as included in your board packet (minutes, enrollment, and various district reports).

MINUTES OF THE PROSPER INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
5-20-19

Members Present:
Jim Bridges
Mays Davenport
Michelle McBride
Mary Lou Smith (last meeting)
Debra Smith
Jana Thomson
Bill Beavers

Members Absent:

Item i: **Call to Order (7:00 P.M.)**

Item ii: **Invocation**
Mary Lou Smith led the Invocation.

Item iii: **Pledge of Allegiance**
Jim Bridges led the Pledge of Allegiance

Item iv: **Open Forum/Communications/Presentations**

- Attendance – 100+
- The State Champion Prosper LAX Team was recognized – this is a significant accomplishment and we are very proud of these young men and coaches involved.
- The Board also recognized three PHS All Americans and presented them with a framed jersey that will be displayed at PHS. Congratulations to these amazing All Americans – Madi Whitmire, Cade York, and Jordyn Oliver!

CONSENT AGENDA

Item 5A: **Approve minutes of the prior meetings(s):**

April 15, 2019	Regular Monthly Meeting
May 14, 2019	Special Meeting (Canvass Election)

Item 5B: **May 2019 Enrollment:** PISD is ending the 2018-2019 school year with approximately 14,785 students (2,335+ more students than the previous year) representing a growth of approximately 19%.

Item 5C: **Construction Updates:** All projects are progressing and on schedule – Furr and Stuber Elementary Schools will open in August 2019; Hays Middle School will open in August 2019 as well, Prosper ISD Stadium/Natatorium will open August 2019, and Rock Hill High School will open August 2020. Elementary School #12 will begin construction this summer to open in August 2020 as well as MS #4 as long as the State does not reduce funding in a way that would require us to delay any school openings.

Item 5D: **PISD Departmental Reports:** End of year reports were submitted for CTE, ESL/LOTE, Special Education, C&I, Human Resources, Transportation, Security, Athletics, Advanced Academics, and Technology.

Item 5E: **Student Outcomes Report (DAEP)** – Ms. Winter gave a breakdown of the students involved with DAEP and AEP throughout the school year.

Motion by Mary Lou Smith, second by Jana Thomson to approve the consent agenda as reported.

Ayes 7, Nays 0
Motion Carried

EDUCATION

Item 6A: **Consider action on adoption of Board Policy EHBB (LOCAL) pertaining to Gifted/Talented guidelines.**

Motion by Michelle McBride, second by Mays Davenport to approved the new policy as recommended by the Director of Advanced Academics, Janet Anders.

Ayes 7, Nays 0
Motion Carried

BUSINESS

Item 7A: **Consider action on approval of financial/investment/tax reports through April, 2019.**

Motion by Mary Lou Smith, second by Mays Davenport to approve the Financial/Investment/Tax Reports for April, 2019. As of the end of April, we had approximately $380 million ($131.5 million of which is general fund with the rest dedicated to construction/capital and/or I&S). We have realized nearly 94.64% (96.77%) of our projected revenue for Fund 199. We have expended 68% of 199 compared to 66.2% last year. More detailed reports can be found on the district website.

Ayes 7, Nays 0
Motion Carried

Item 7B: **Consider action on approval of budget amendments.**

No Official Action Taken

Item 7C: **Consider action on approval of capital equipment for various departments for the 2019-2020 school year.**

Motion by Mays Davenport, second by Jana Thomson to approve said purchases including, but not limited to, upgraded security (video/access), technology replacement of outdated equipment, food truck, maintenance/custodial equipment, and fine arts in the amount not to exceed $1,983,850.00.

Aye 7, Nays 0
Motion Carried

Item 7D: Consider action on approval of and to continue the ISD contract with The Star in Frisco for PISD graduations.

Motion by Mary Lou Smith, second by Jana Thomson to approve entering into a contract with The Star for the 2019 graduation and future graduations moving forward until this arrangement is no longer needed by PISD.

Ayes 7, Nays 0
Motion Carried

Item 7E: Consider action on approval of the selection of Perdue, Brandon, Fielder, Collins, & Mott, LLP for Property Value Study appeal services and taxable audits.

Motion by Michelle McBride, second by Debra Smith to approve the selection of the above firm for appeal services and taxable audits.

Ayes 7, Nays 0
Motion Carried

Item 7F: Consider action on approval of the GMP (Guaranteed Maximum Price) Part 2 for Hays Middle School.

Motion by Bill Beavers, second by Michelle McBride to approve Part 2 of the GMP in the amount of $38,683,026.00 – bringing the overall total to $60,483,026.00.

Ayes 7, Nays 0
Motion Carried

Item 7G: Consider action on approval of Bank Depository Services for Prosper ISD.

Motion by Jana Thomson, second by Mays Davenport to approve Farmer's Bank for Bank Depository Services.

Ayes 7, Nays 0
Motion Carried

Item 7H: Consider action on approval of a resolution to enter into a purchasing cooperative with the Region VII ESC through an interlocal agreement.

Motion by Mary Lou Smith, second by Debra Smith to approve said resolution.

Ayes 7, Nays 0
Motion Carried

EXECUTIVE SESSION (8:00-9:20)*
Motion by Bill Beavers, second by Jana Thomson to adjourn into executive session.

Item 7I: Discuss and consider action regarding potential future school sites and, the purchasing of land and associated infrastructure costs, and naming of facilities.*

No Official Action

PERSONNEL

Item 8A: Discuss and consider action on approval of any professional personnel to be employed and/or status of current professional personnel (including campus and district administrators) and authorize the Superintendent to issue contracts in the months of June, July, and August.*

Motion by Jana Thomson, second by Mays Davenport to approve the professional employees for the 2019-2020 school year per the recommendation of the Superintendent as provided by the campus and department supervisors (see attached – probationary, term, and conditional) and authorize the Superintendent to issue contracts during the months specified.

Ayes 7, Nays 0
Motion Carried

Item 8B: Consider action on resignations received.

Motion by Debra Smith, second by Bill Beavers to approve the list of resignations/retirements as provided by the Superintendent (see attached).

Ayes 7, Nays 0
Motion Carried

FUTURE BUSINESS

- Important Dates
  - May 24, 2019 — Last Day of School for ALL Students
  - May 25, 2019 — PHS Graduation (The Star 10:00AM)
  - June 17, 2019 — Regular Monthly Meeting

Item v: Adjourn – 9:30 P.M.

_____ _____

President Secretary

Prosper Independent School District

Quarterly Report 1Q19

Learn from Yesterday…
Understand Today…
Plan for Tomorrow

TEMPLETON DEMOGRAPHICS

hanleywood | metrostudy

Economic Conditions – DFW Area (March 2019)

3.1%

115,786 new jobs
National rate 1.0%

Job Growth

Unemployment Rate

U.S. 3.9%
Texas 3.5%
DFW MSA 3.3%
Denton Co. 3.0%
Collin Co. 3.1%

-0.4%

34,523

946 more
starts than 1Q18

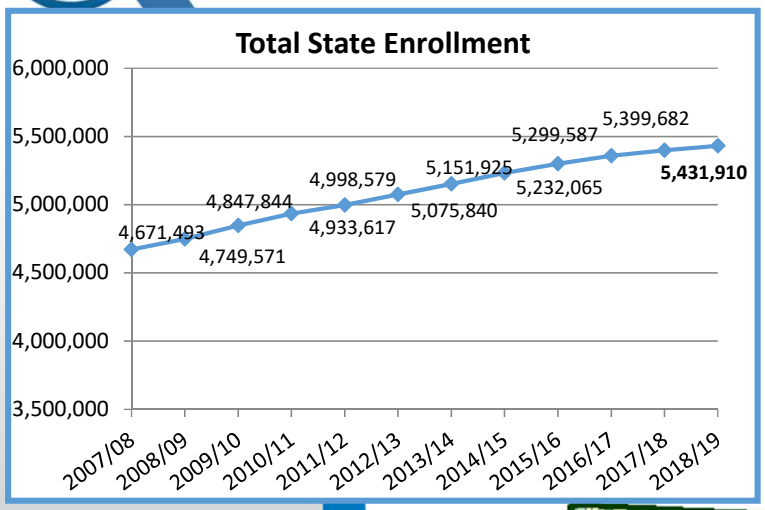
Annual Home Starts

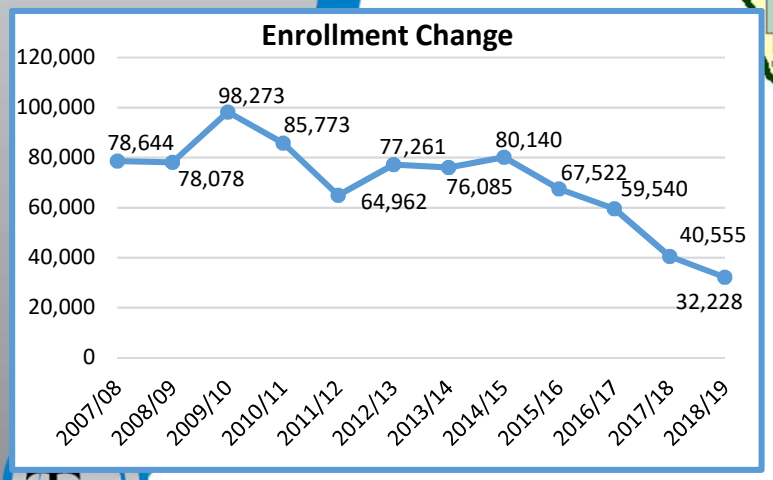
Sources: Texas Workforce Commission & Metrostudy

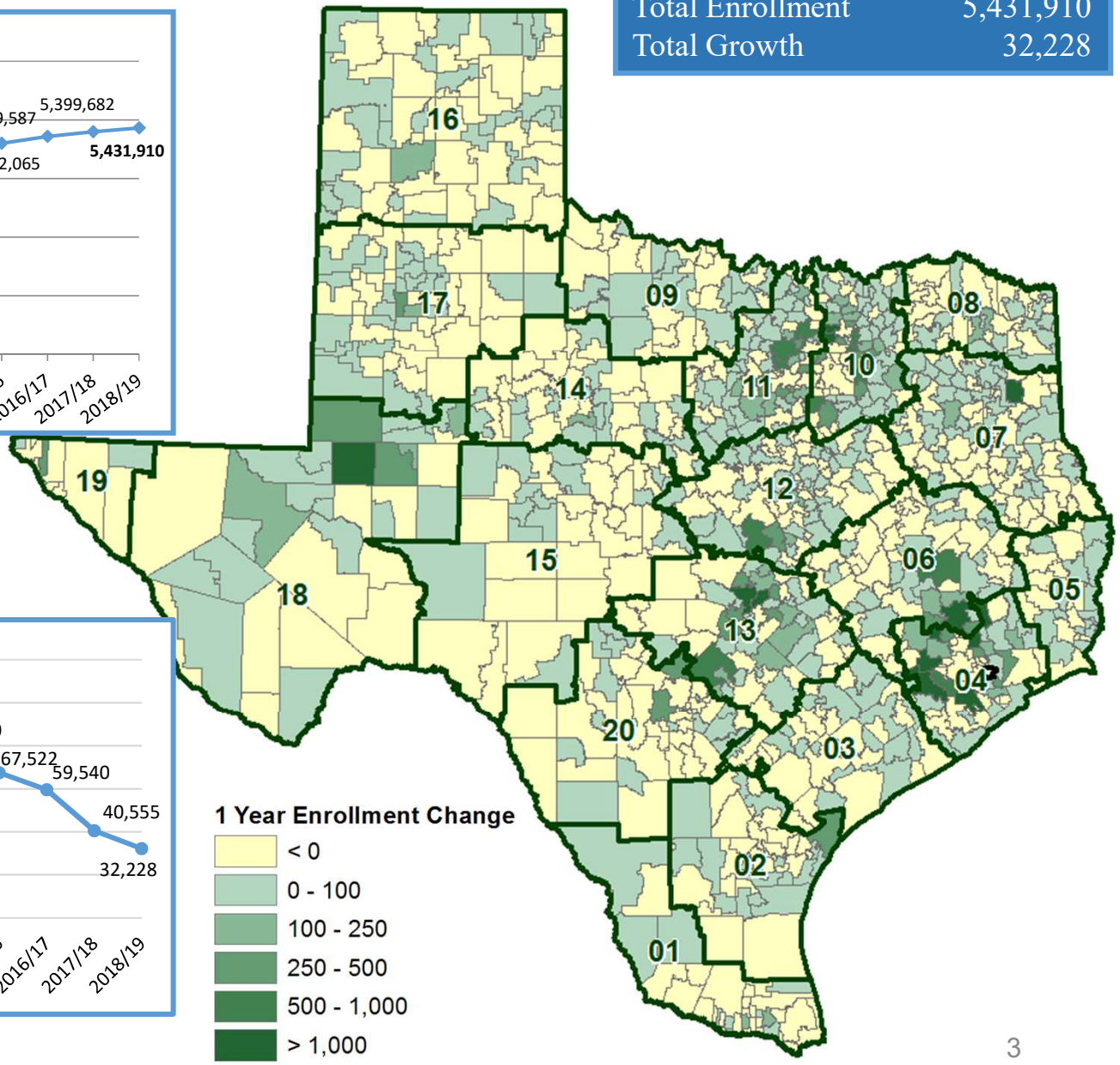
Texas Enrollment Trends

2018/19 State Enrollment

Total Enrollment	5,431,910
Total Growth	32,228

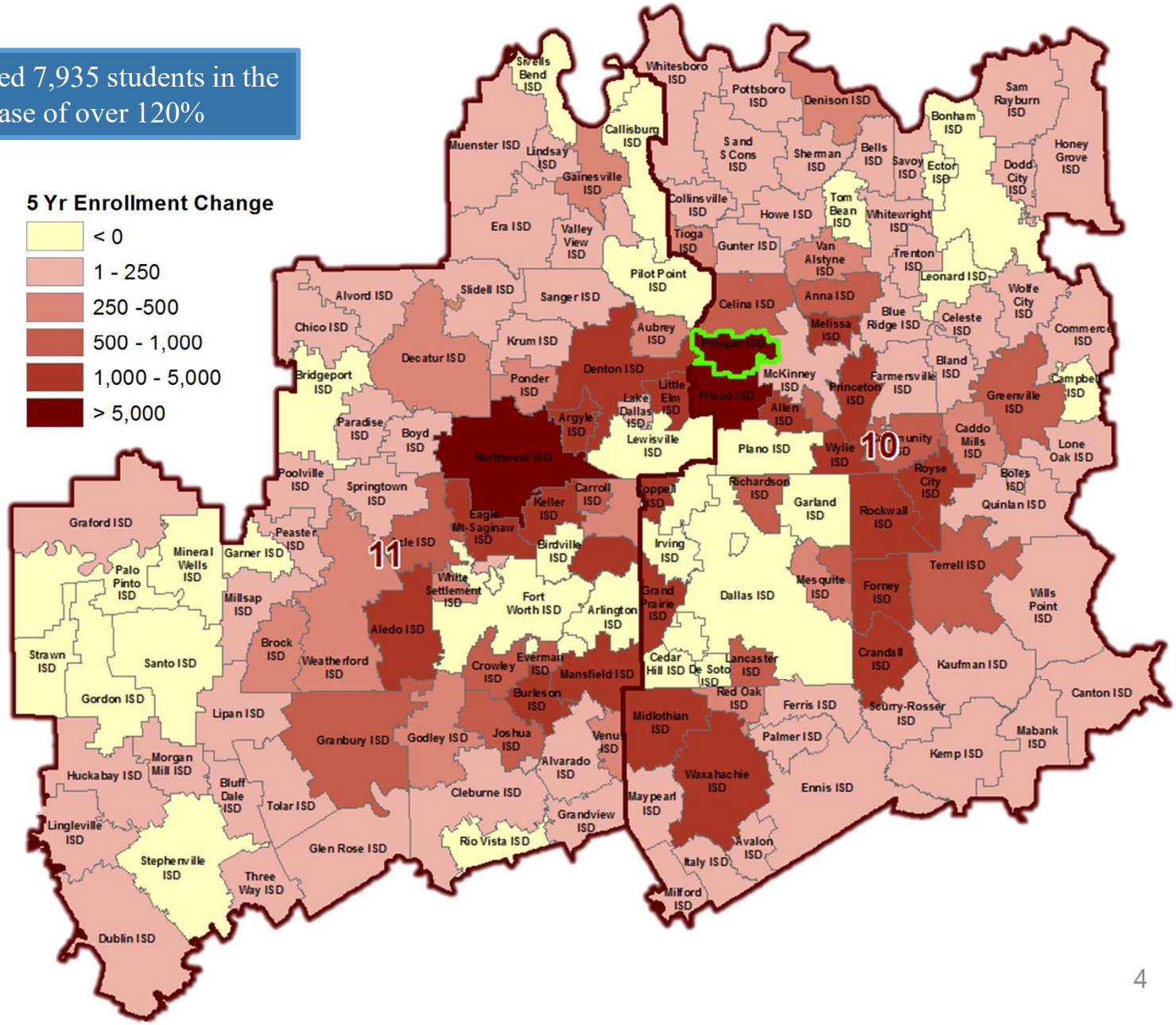






Region 10 & 11 Enrollment Trends

Prosper ISD has added 7,935 students in the last 5 years, an increase of over 120%



Region 10 & 11 Enrollment Trends

Region 10

Rank	District	2013/14 Enrollment	2018/19 Enrollment	5-YEAR Change (13/14-18/19)	5-YEAR PCT Growth
1	Frisco ISD	46,053	60,182	14,129	30.7%
2	**Prosper ISD**	**6,413**	**14,348**	**7,935**	**123.7%**
3	Wylie ISD	13,726	16,527	2,801	20.4%
4	Forney ISD	8,648	11,133	2,485	28.7%
5	Rockwall ISD	14,626	16,587	1,961	13.4%
6	Midlothian ISD	7,719	9,389	1,670	21.6%
7	Coppell ISD	11,364	12,925	1,561	13.7%
8	Grand Prairie ISD	27,740	29,200	1,460	5.3%
9	Melissa ISD	1,895	3,163	1,268	66.9%
10	Princeton ISD	3,623	4,887	1,264	34.9%
11	Crandall ISD	3,166	4,420	1,254	39.6%
12	Allen ISD	20,382	21,557	1,175	5.8%
13	Royse City ISD	5,015	6,169	1,154	23.0%
14	Waxahachie ISD	7,814	8,937	1,123	14.4%
15	Anna ISD	2,597	3,597	1,000	38.5%
16	Richardson ISD	38,283	39,108	825	2.2%
17	Community ISD	1,680	2,385	705	42.0%
18	Greenville ISD	4,804	5,492	688	14.3%
19	Celina ISD	2,075	2,722	647	31.2%
20	Lovejoy ISD	3,739	4,272	533	14.3%

Region 11

Rank	DISTRICT	2013/14 Enrollment	2018/19 Enrollment	5-YEAR CHANGE (13/14-18/19)	5-YEAR PCT Growth
1	Northwest ISD	18,950	24,141	5,191	27.4%
2	Denton ISD	26,312	30,169	3,857	14.7%
3	Mansfield ISD	32,779	35,293	2,514	7.7%
4	Eagle Mt-Saginaw ISD	18,197	20,054	1,857	10.2%
5	Burleson ISD	10,744	12,447	1,703	15.9%
6	Hurst-Euless-Bedford ISD	22,180	23,686	1,506	6.8%
7	Keller ISD	33,763	35,088	1,325	3.9%
8	Aledo ISD	4,874	6,129	1,255	25.7%
9	Little Elm ISD	6,637	7,769	1,132	17.1%
10	Argyle ISD	1,983	3,061	1,078	54.4%
11	Granbury ISD	6,658	7,346	688	10.3%
12	Everman ISD	5,515	6,174	659	11.9%
13	Crowley ISD	15,080	15,728	648	4.3%
14	Azle ISD	5,988	6,578	590	9.9%
15	Joshua ISD	5,004	5,585	581	11.6%
16	Carroll ISD	7,812	8,366	554	7.1%
17	Brock ISD	1,048	1,510	462	44.1%
18	Godley ISD	1,729	2,181	452	26.1%
19	Decatur ISD	2,982	3,413	431	14.5%
20	Grapevine-Colleyville ISD	13,523	13,941	418	3.1%

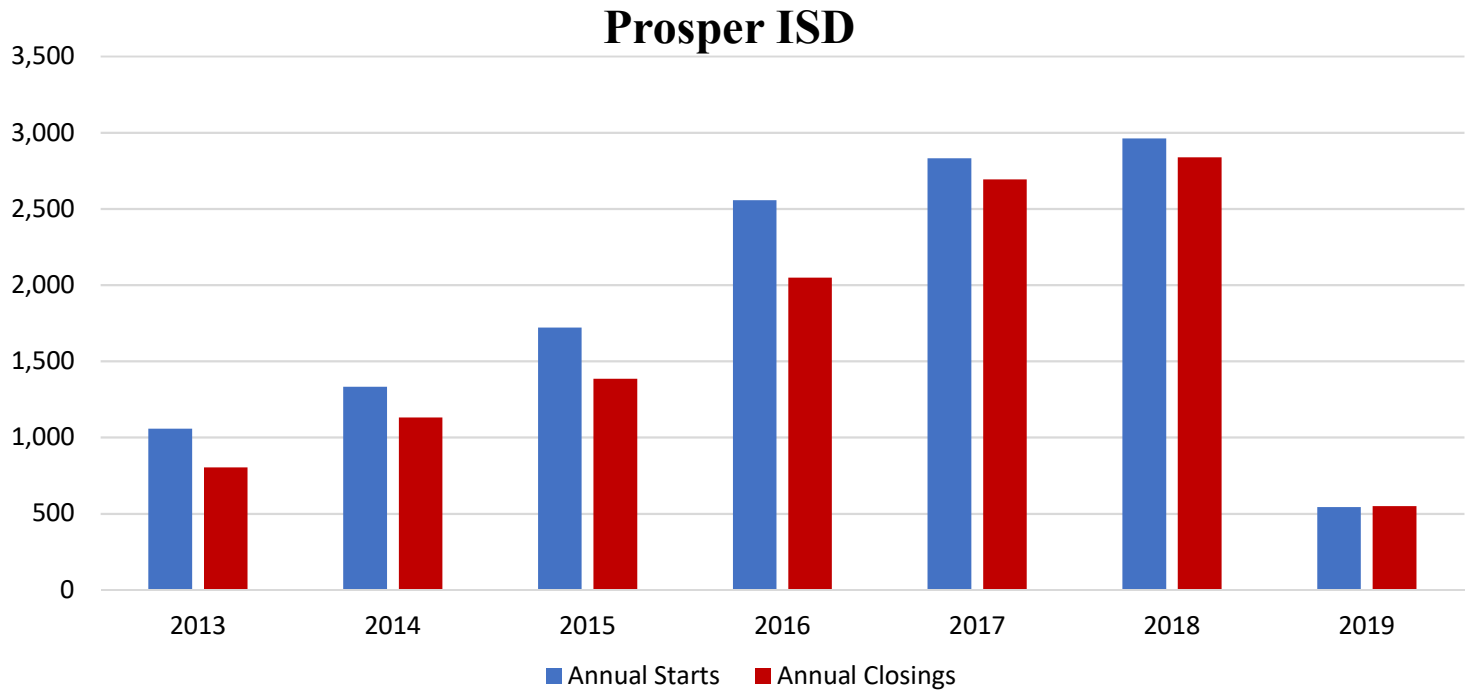
DFW New Home Ranking Report

ISD Ranked by Annual Closings – 1Q19

Rank	District Name	Annual Starts	Annual Closings	VDL	Future
1	**Prosper ISD**	**2,885**	**2,783**	**4,987**	**21,877***
2	Denton ISD	2,412	2,099	4,583	20,531
3	Frisco ISD	2,232	2,086	4,299	5,355
4	Northwest ISD	1,851	1,844	2,987	22,325
5	Dallas ISD	1,730	1,503	2,089	5,672
6	Little Elm ISD	1,344	1,365	1,238	2,435
7	Eagle Mt.-Saginaw ISD	1,572	1,336	1,975	19,038
8	Forney ISD	1,116	1,237	2,122	15,030
9	Lewisville ISD	1,328	1,160	1,992	3,478
10	Crowley ISD	921	926	1,390	13,826
11	Rockwall ISD	763	879	1,981	9,804
12	Wylie ISD	779	850	865	3,670
13	Mansfield ISD	893	803	1,326	7,349
14	McKinney ISD	800	728	2,022	8,362
15	Midlothian ISD	611	685	1,277	19,439
16	Princeton ISD	756	671	646	8,276
17	Royse City ISD	782	650	1,236	10,173
18	Aledo ISD	561	646	1,315	14,722
19	Waxahachie ISD	649	630	949	20,653
20	Allen ISD	733	616	1,087	1,072

*Based on additional Templeton Demographics housing research

New Housing Activity

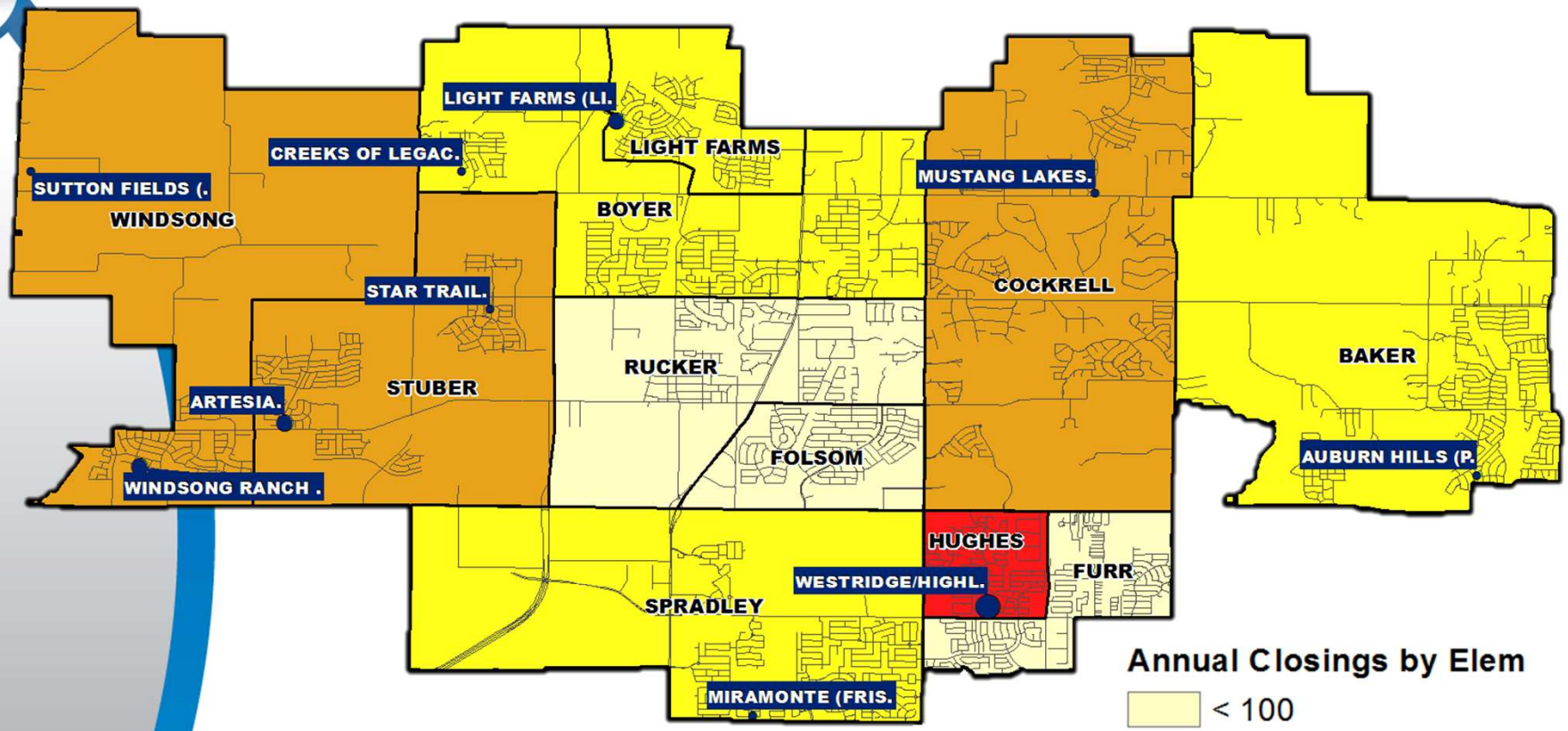


Starts	2013	2014	2015	2016	2017	2018	2019
1Q	245	248	314	536	654	582	543
2Q	242	354	352	607	741	973	
3Q	305	333	507	725	722	721	
4Q	265	397	548	688	714	686	
Total	**1,057**	**1,332**	**1,721**	**2,556**	**2,831**	**2,962**	**543**

Closings	2013	2014	2015	2016	2017	2018	2019
1Q	175	227	312	402	568	556	549
2Q	176	286	372	523	707	788	
3Q	203	296	368	556	741	758	
4Q	250	322	333	568	678	735	
Total	**804**	**1,131**	**1,385**	**2,049**	**2,694**	**2,837**	**549**

- 1st quarter starts are down slightly from the previous first quarter, but are expected to increase as developers deliver new lots
- District closings remained on pace from the previous first quarter, and will increase as builders work through available inventory

Annual Closing Distribution



Top 10 Subdivisions - 1Q19 (Ranked by Annual Closings)						
Rank	Subdivision	Elementary Zone	Annual Closings	Quarter Closings	VDL	Future
1	WESTRIDGE/HIGHLANDS	HUGHES	540	91	126	85
2	WINDSONG RANCH (PISD)	WINDSONG	219	37	287	1,351
3	LIGHT FARMS (LIGHT FARMS ELEM)	LIGHT FARMS	219	36	544	841
4	ARTESIA	STUBER	211	54	144	0
5	STAR TRAIL	STUBER	162	36	164	1,461
6	MIRAMONTE	SPRADLEY	137	32	149	0
7	MUSTANG LAKES	COCKRELL	134	31	280	1,482
8	AUBURN HILLS (PISD)	BAKER	118	24	400	87
9	SUTTON FIELDS	WINDSONG	107	33	411	1,769
10	CREEKS OF LEGACY (BOYER ELEM)	BOYER	96	20	248	0
	TOTALS		1,943	394	2,753	7,076

Annual Closings by Elem

- < 100
- 101 - 300
- 301 - 500
- > 500

Annual Closings by Sub

- < 200
- 200 - 400
- > 400

New Home Activity by Elementary Zone

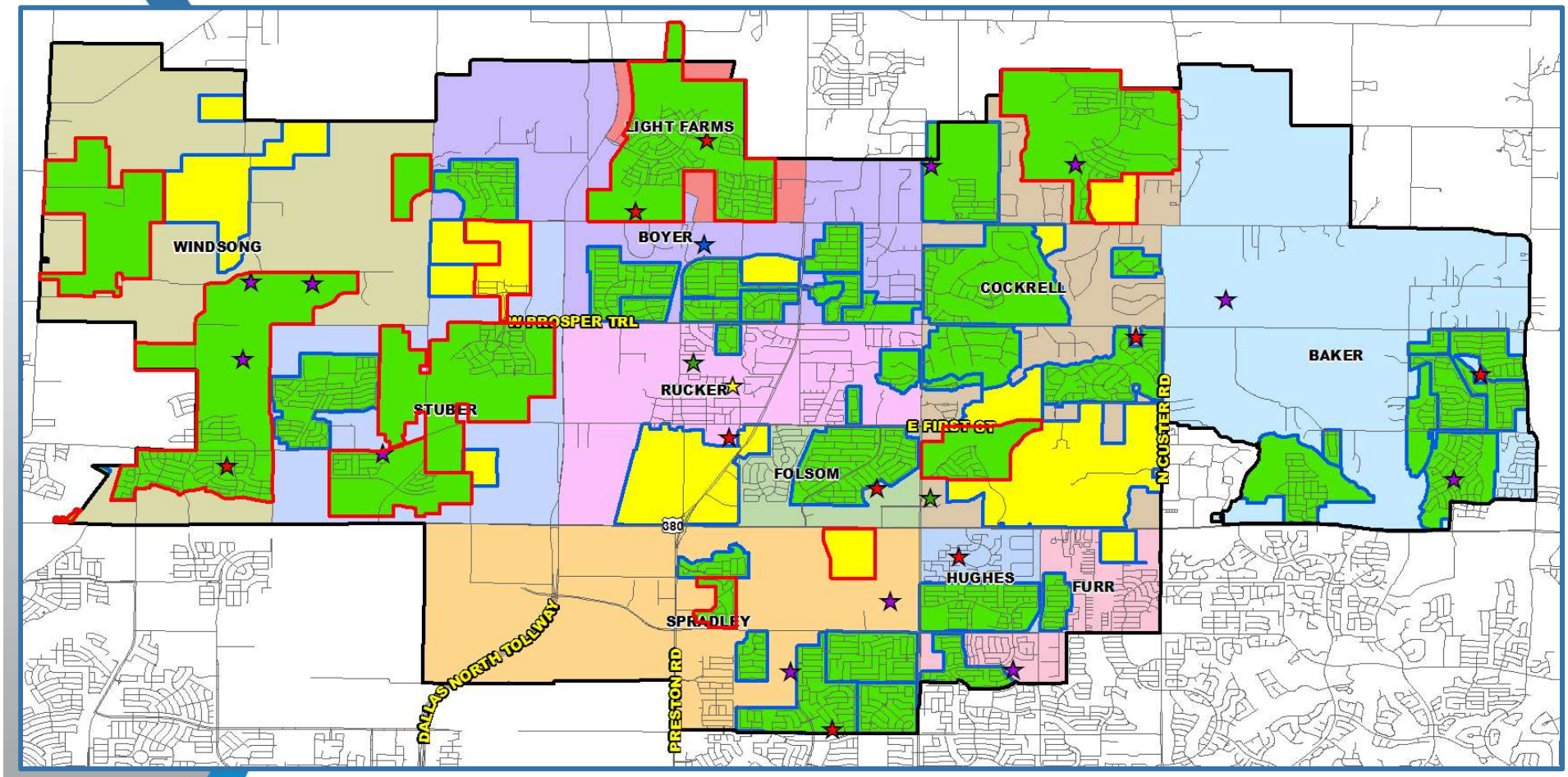
Elementary	Annual Starts	Quarter Starts	Annual Closings	Quarter Closings	Under Const.	Inventory	Vacant Dev. Lots	Future
BAKER	287	53	224	48	101	233	699	4,653
BOYER	280	47	294	64	90	228	719	789
COCKRELL	336	64	324	72	106	227	677	5,374
FOLSOM	44	4	48	11	27	37	12	0
FURR	8	3	27	1	5	7	8	221
HUGHES	404	61	573	91	100	177	126	85
LIGHT FARMS	264	55	219	36	78	164	544	841
RUCKER	41	7	45	7	11	38	93	500
SPRADLEY	273	61	274	48	95	179	733	967
STUBER	493	100	429	101	128	292	512	3,183
WINDSONG	455	88	326	70	186	328	864	5,264
Grand Totals	**2,885**	**543**	**2,783**	**549**	**927**	**1,910**	**4,987**	**21,877**

Highest activity in the category

Second highest activity in the category

Third highest activity in the category

District Housing Overview



Active Subdivision

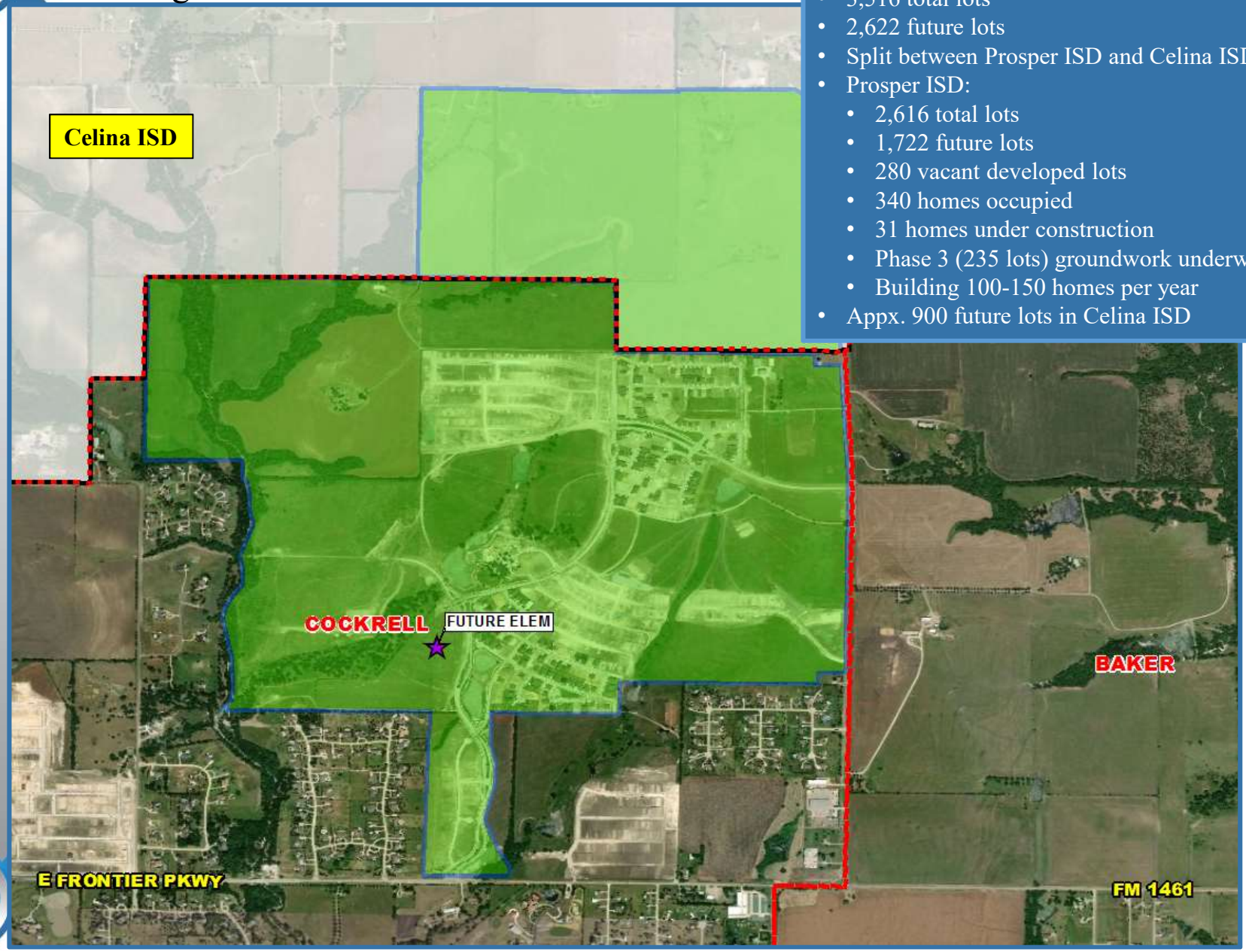
Future Subdivision

Groundwork Underway

- Prosper ISD has nearly 5,000 lots available to build on
- The district has nearly 22,000 future lots planned
- Groundwork is currently underway on over 1,800 lots

Residential Activity

Mustang Lakes



Mustang Lakes

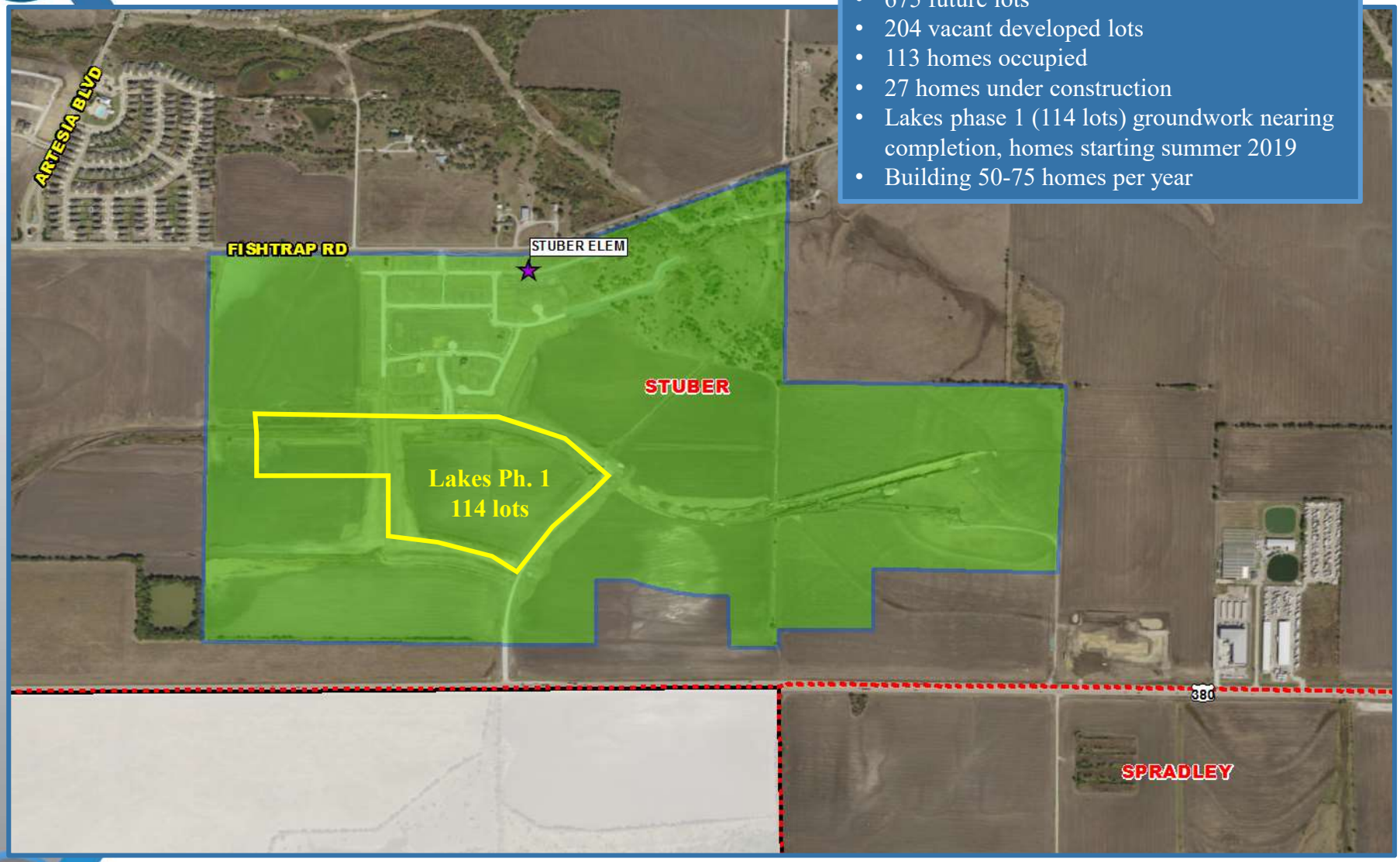
- 3,516 total lots
- 2,622 future lots
- Split between Prosper ISD and Celina ISD
- Prosper ISD:
  - 2,616 total lots
  - 1,722 future lots
  - 280 vacant developed lots
  - 340 homes occupied
  - 31 homes under construction
  - Phase 3 (235 lots) groundwork underway
  - Building 100-150 homes per year
- Appx. 900 future lots in Celina ISD

Residential Activity

Villages at Legacy

Villages at Legacy

- 1,053 total lots
- 675 future lots
- 204 vacant developed lots
- 113 homes occupied
- 27 homes under construction
- Lakes phase 1 (114 lots) groundwork nearing completion, homes starting summer 2019
- Building 50-75 homes per year



Future Residential Activity

Cambridge Park Estates & Dove Creek

Cambridge Park Estates

- 201 total future lots
- Final plat approved March 2019

Dove Creek

- 230 total future lots
- Preliminary plat approved Sept 2017
- Groundwork underway

TEA Transfer Report

Transfers In From:	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year Change
Allen ISD	6	6	5	3	3	3	-3
Aubrey ISD	10	9	6	5	3	3	-7
Celina ISD	46	52	46	43	44	54	8
Denton ISD	40	34	41	50	42	45	5
Frisco ISD	42	36	37	40	44	51	9
Gunter ISD	3	3	6	8	3	3	0
Lewisville ISD	3	3	3	3	3	3	0
Little Elm ISD	13	9	5	8	3	11	-2
McKinney ISD	53	41	46	44	34	45	-8
Plano ISD	3	3	3	3	0	3	0
Total Transfers In*	**240**	**210**	**219**	**230**	**219**	**256**	**16**

Transfers Out To:	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year Change
Celina ISD	7	3	6	5	3	3	-4
Denton ISD	3	0	3	3	3	3	0
Frisco ISD	41	61	76	88	101	134	93
Imagine International Academy of N. Tx.	25	33	31	49	67	67	42
Leadership Prep School	3	3	3	7	18	31	28
Little Elm ISD	0	3	0	0	3	3	3
McKinney ISD	36	52	53	47	50	56	20
Plano ISD	7	7	17	19	20	24	17
Texas College Preparatory Academies	10	6	3	3	3	48	38
Trivium Academy	0	0	0	3	3	3	3
Winfree Academy Charter Schools	0	0	0	3	3	3	3
Total Transfers Out*	**154**	**194**	**232**	**258**	**336**	**464**	**310**

* Totals include additional districts due to TEA rounding rules

Ten Year Forecast

By Grade Level

Year (Oct.)	EE/PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Total Growth	% Growth
2014/15	105	544	580	576	583	585	581	603	539	509	536	491	439	402	7,073		
2015/16	119	662	700	701	675	674	684	682	673	611	580	579	522	428	8,290	1,217	17.21%
2016/17	125	846	841	824	878	800	794	800	797	778	720	645	638	512	9,998	1,708	20.60%
2017/18	179	989	1,075	1,044	992	1,053	997	957	953	919	894	751	684	646	12,133	2,135	21.35%
2018/19	210	1,267	1,236	1,258	1,199	1,166	1,257	1,145	1,082	1,083	1,025	970	787	670	14,355	2,222	18.31%
2019/20	210	1,412	1,476	1,405	1,434	1,355	1,314	1,463	1,306	1,228	1,213	1,087	1,017	775	16,695	2,340	16.30%
2020/21	210	1,536	1,634	1,651	1,580	1,610	1,524	1,548	1,677	1,490	1,385	1,286	1,158	997	19,285	2,590	15.51%
2021/22	210	1,683	1,750	1,816	1,837	1,764	1,791	1,796	1,790	1,891	1,691	1,480	1,312	1,135	21,948	2,663	13.81%
2022/23	210	1,824	1,884	1,927	1,999	2,017	1,947	2,101	2,077	2,019	2,080	1,725	1,510	1,273	24,592	2,645	12.05%
2023/24	210	1,959	2,048	2,056	2,100	2,169	2,197	2,283	2,395	2,344	2,221	2,122	1,742	1,475	27,322	2,729	11.10%
2024/25	210	2,121	2,186	2,230	2,228	2,270	2,343	2,577	2,625	2,702	2,578	2,221	2,080	1,699	30,069	2,747	10.06%
2025/26	210	2,298	2,319	2,350	2,411	2,381	2,429	2,748	2,938	2,963	2,972	2,578	2,177	2,026	32,801	2,732	9.09%
2026/27	210	2,420	2,511	2,476	2,505	2,549	2,523	2,849	3,145	3,290	3,259	2,992	2,501	2,124	35,354	2,553	7.78%
2027/28	210	2,532	2,649	2,646	2,608	2,627	2,671	2,960	3,248	3,521	3,619	3,266	2,922	2,439	37,918	2,564	7.25%
2028/29	210	2,623	2,758	2,798	2,792	2,750	2,774	3,133	3,375	3,637	3,873	3,630	3,186	2,848	40,387	2,469	6.51%

*Yellow box = largest grade per year

*Green box = second largest grade per year

- Prosper ISD will enroll more than 16,500 students by 2019, and nearly 22,000 students by 2021
- 5 year growth = 12,967 students
- 2023/24 enrollment = 27,322 students
- 10 year growth = 26,032 students
- 2028/29 enrollment = 40,387 students

Ten Year Forecast

By 2018/19 Elementary Campus

	HISTORY	Current	ENROLLMENT PROJECTIONS									
CAMPUS	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Baker Elementary	760	830	913	1,009	1,107	1,167	1,338	1,490	1,644	1,796	1,938	2,084
Boyer Elementary	0	836	1,005	1,198	1,334	1,423	1,455	1,519	1,607	1,749	1,857	1,992
Cockrell Elementary	993	791	946	1,120	1,327	1,488	1,661	1,807	1,919	2,016	2,066	2,116
Folsom Elementary	808	790	781	801	811	826	836	825	824	815	823	834
Hughes Elementary	977	872	990	1,102	1,197	1,242	1,233	1,233	1,216	1,206	1,216	1,214
Light Farms Elementary	978	839	940	1,044	1,127	1,173	1,248	1,290	1,291	1,286	1,276	1,272
Rucker Elementary	839	706	749	809	874	946	984	1,028	1,093	1,189	1,311	1,428
Spradley Elementary	0	827	949	1,085	1,200	1,272	1,318	1,354	1,391	1,418	1,422	1,432
Windsong Ranch Elementary	974	1,102	1,333	1,577	1,874	2,270	2,666	3,041	3,415	3,718	4,034	4,332
ELEMENTARY TOTALS	6,329	7,593	8,606	9,744	10,853	11,807	12,740	13,587	14,399	15,194	15,943	16,705
Elementary Absolute Change	1,221	1,264	1,013	1,138	1,109	955	932	847	812	795	749	762
Elementary Percent Change	23.90%	19.97%	13.34%	13.22%	11.38%	8.80%	7.90%	6.65%	5.98%	5.52%	4.93%	4.78%

- Boyer Elementary opened this fall with more than 830 students
- Spradley Elementary opened this fall with more than 820 students

Ten Year Forecast

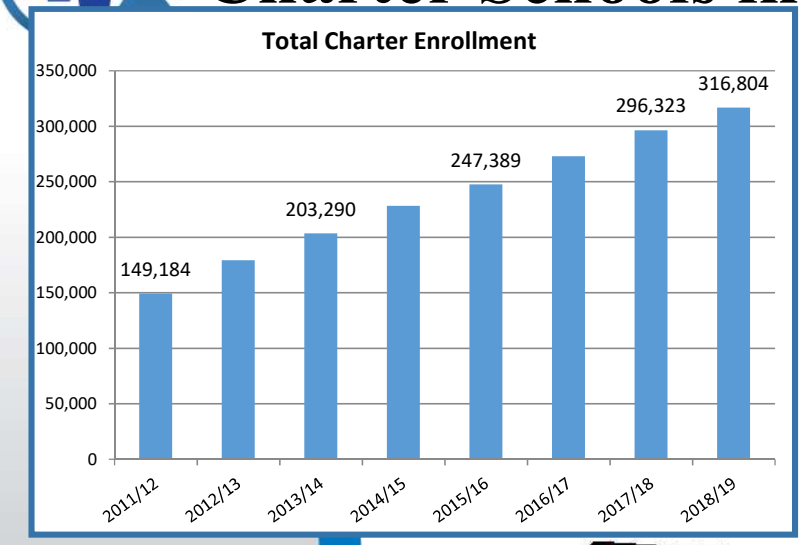
By 2018/19 Middle School & High School Campus

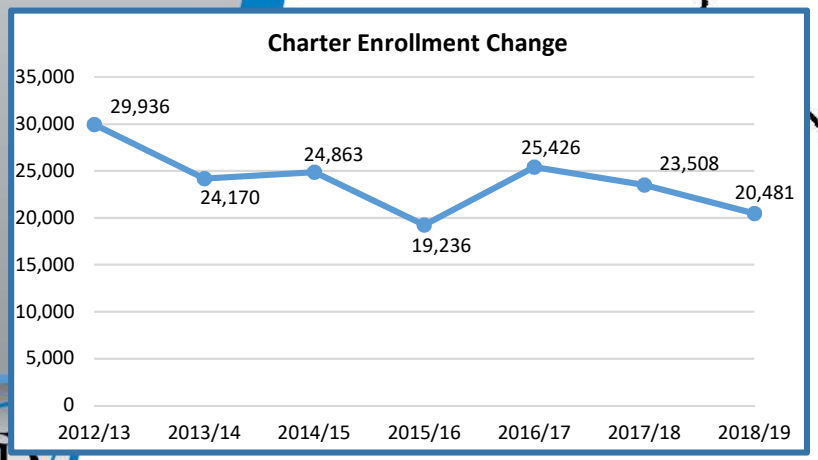
	HISTORY	Current	ENROLLMENT PROJECTIONS									
CAMPUS	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Rodgers Middle School	1,420	1,627	1,943	2,236	2,531	2,814	3,111	3,469	3,742	4,031	4,219	4,347
Reynolds Middle School	1,409	1,683	2,054	2,479	2,946	3,383	3,911	4,435	4,907	5,253	5,510	5,798
Intermediate/Middle Total	2,829	3,310	3,997	4,715	5,477	6,197	7,022	7,904	8,649	9,284	9,729	10,145
Intermed/Mid Absolute Change	454	481	687	718	762	720	825	882	745	635	445	416
Intermed/Mid Percent Change	19.12%	17.00%	20.76%	17.96%	16.16%	13.15%	13.31%	12.56%	9.43%	7.34%	4.79%	4.28%
Prosper High School	2,974	3,452	4,092	4,826	5,618	6,588	7,560	8,578	9,753	10,876	12,246	13,537
Collin County JJAEP	1	1	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL TOTALS	2,975	3,453	4,092	4,826	5,618	6,588	7,560	8,578	9,753	10,876	12,246	13,537
High School Absolute Change	459	478	640	734	792	970	972	1,018	1,175	1,123	1,370	1,291
High School Percent Change	18.24%	16.05%	18.52%	17.94%	16.41%	17.27%	14.75%	13.47%	13.70%	11.51%	12.60%	10.54%
DISTRICT TOTALS	**12,133**	**14,356**	**16,695**	**19,285**	**21,948**	**24,592**	**27,322**	**30,069**	**32,801**	**35,354**	**37,918**	**40,387**
District Absolute Change	2,134	2,223	2,339	2,590	2,663	2,645	2,729	2,747	2,732	2,553	2,564	2,469
District Percent Change	21.3%	18.3%	16.3%	15.5%	13.8%	12.1%	11.1%	10.1%	9.1%	7.8%	7.3%	6.5%

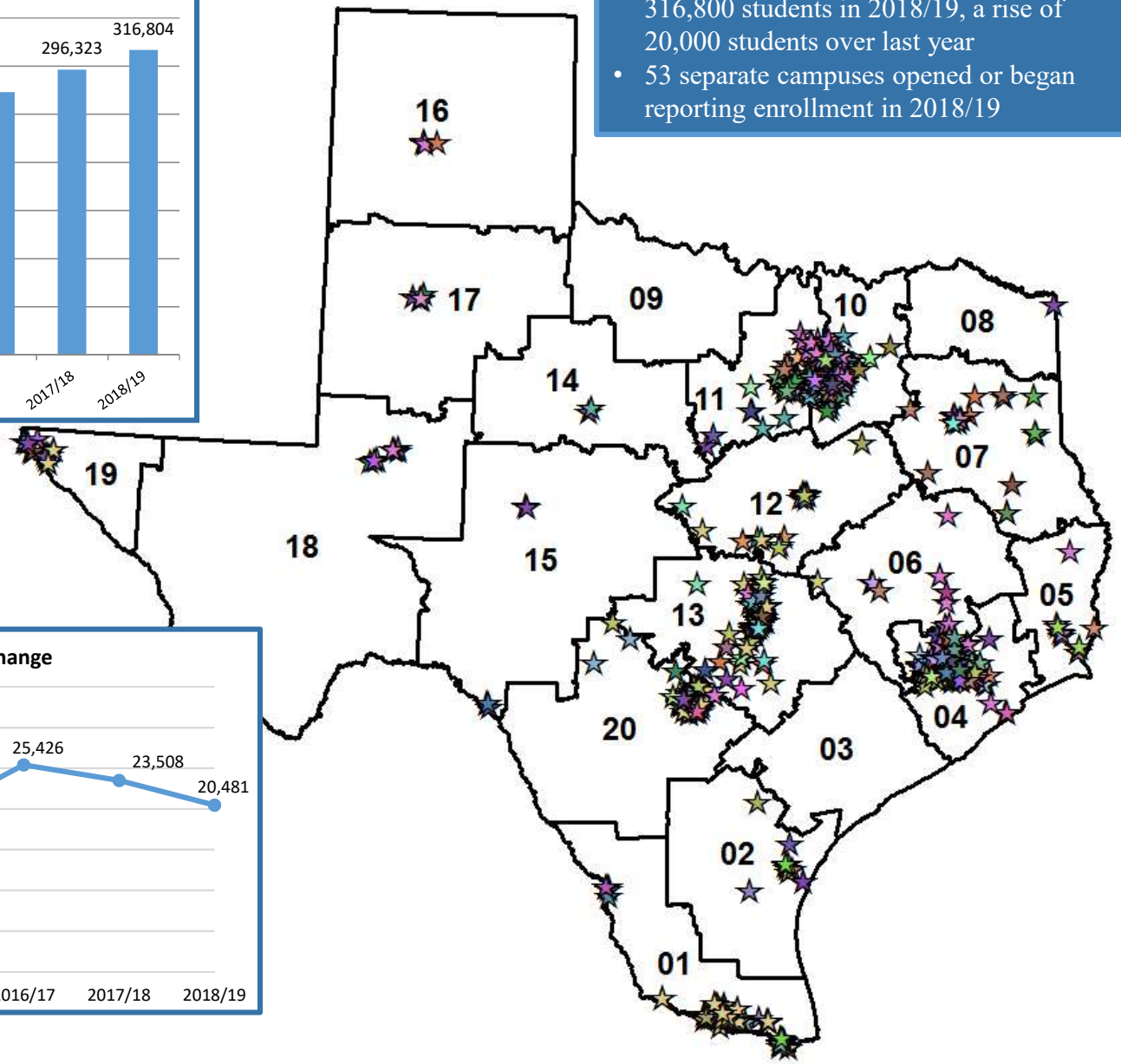
- Reynolds Middle School could enroll nearly 2,500 students by 2020
- Prosper High School will enroll over 4,000 students next fall and more than 7,000 students by 2023

Charter Schools in Texas

- There are currently more than 750 charter school campuses open across Texas
- These campuses enrolled more than 316,800 students in 2018/19, a rise of 20,000 students over last year
- 53 separate campuses opened or began reporting enrollment in 2018/19

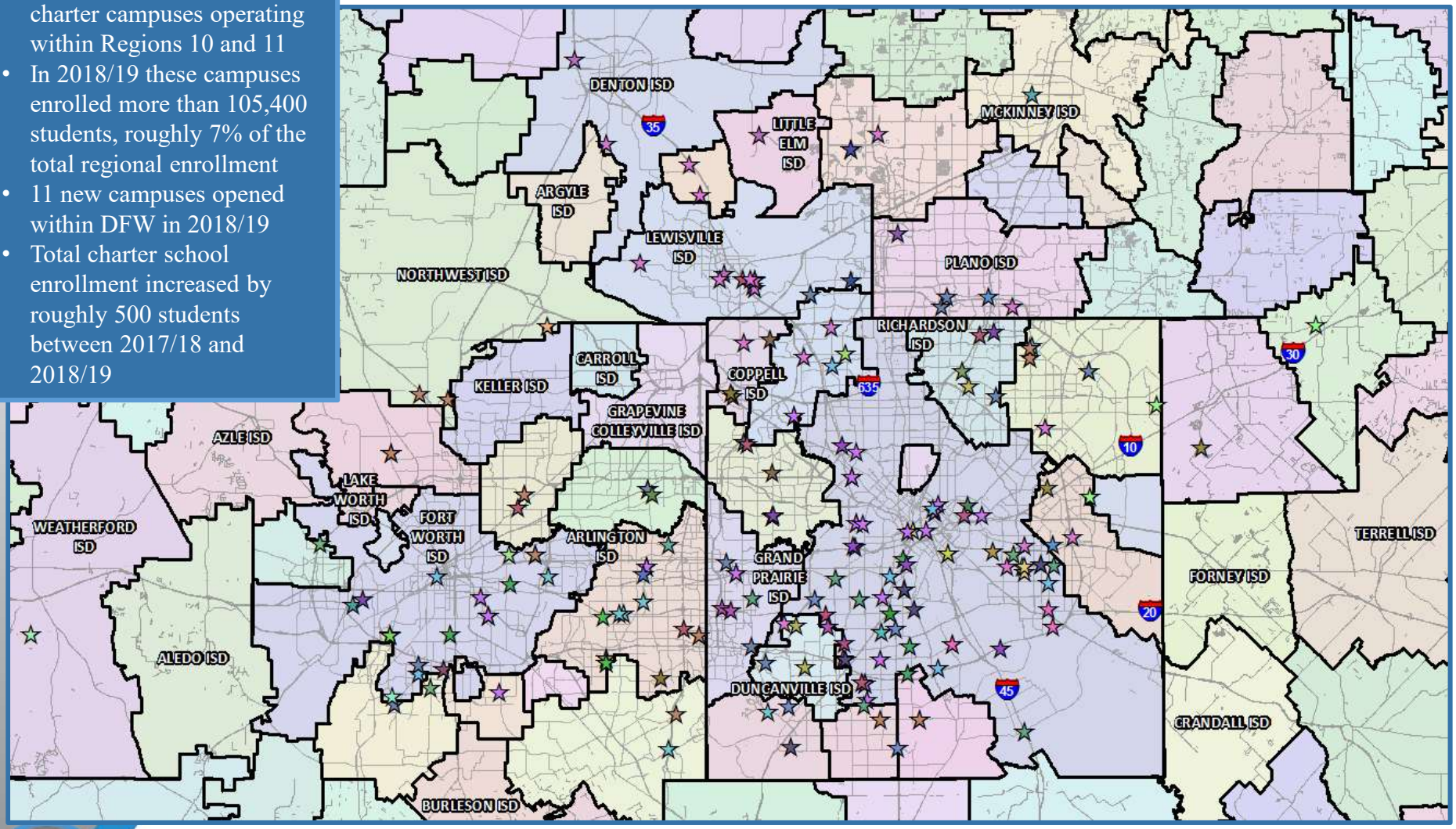




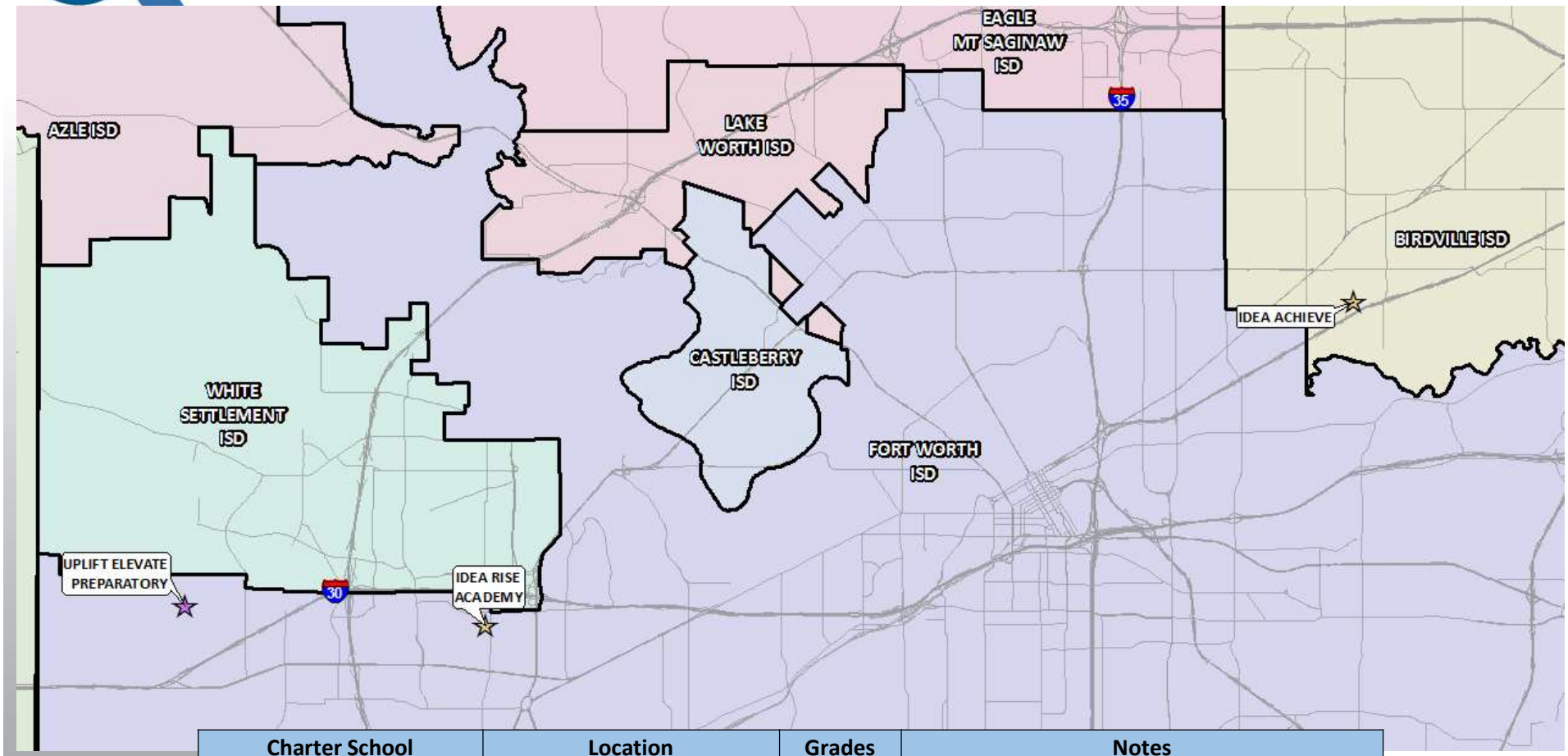


Charter Campuses in DFW

- There are approx. 220 charter campuses operating within Regions 10 and 11
- In 2018/19 these campuses enrolled more than 105,400 students, roughly 7% of the total regional enrollment
- 11 new campuses opened within DFW in 2018/19
- Total charter school enrollment increased by roughly 500 students between 2017/18 and 2018/19



New Campuses Opening in DFW in 2019/20



Charter School	Location	Grades	Notes
Uplift Elevate Prep	10900 Chapin Rd, FW	KG – 2, 6,7	Capacity for 1,900 students once KG -12
IDEA Rise Academy	3000 S Cherry Lane, FW	KG – 2, 6	Anticipate 460 to 520 students at opening
IDEA Achieve	1900 Thomas Rd, Haltom City	KG – 2, 6	Anticipate 460 to 520 students at opening

Summary

- Collin County's unemployment rate is currently 3.1%.
- Prosper ISD has seen a 123% increase in total enrollment over the last 5 years.
- District new home starts and closings are expected to increase as new lots are delivered in the summer 2019.
- The Hughes, Stuber, and Windsong Ranch Elementary zones account for 47% of all annual closings within the district, but only 7% of all district planned future lots.
- There are appx. 220 charter school campuses operating in regions 10 and 11 enrolling more than 105,000 students in 2018/19.
- Prosper ISD can expect an increase of approximately 12,967 students during the next 5 years.
- 2023/24 enrollment projection: 27,322 students.
- Ten year enrollment growth of 26,032 students, for a fall 2028 enrollment of 40,387.

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

FURR ELEMENTARY SCHOOL

AS OF **JUNE 2019**

WORK COMPLETED AND ONGOING:

Site

- All sidewalks are complete
- All paving being sealed
- Continue grading and sod installation
- Sleeves for pipe bollards to be installed
- Front canopy to be installed

Storm Shelter

- Overhead doors are installed
- Plumbing on mezzanine 95% complete
- Electrical piping for push buttons and inverter 99% complete
- Plumbing at restrooms complete
- Flooring 99 % complete

Area 4 (Kitchen/Cafetorium)

- Food Service Consultant punch list has been issued
- Ansul fire suppression has been tested
- Final cleaning ongoing
- VCT flooring at stage and ramp 99% complete; awaiting cove base

Areas 1, 2, 3 and 4

- Installing doors and hardware throughout building
- Missing misc. millwork numerous location
- Carpet and VCT flooring complete; except base
- Cameras being roughed-in
- Continue electrical and plumbing finals

Aerial - Looking East

Aerial - Looking West

Aerial - Looking South

Aerial - Looking North

Huckabee

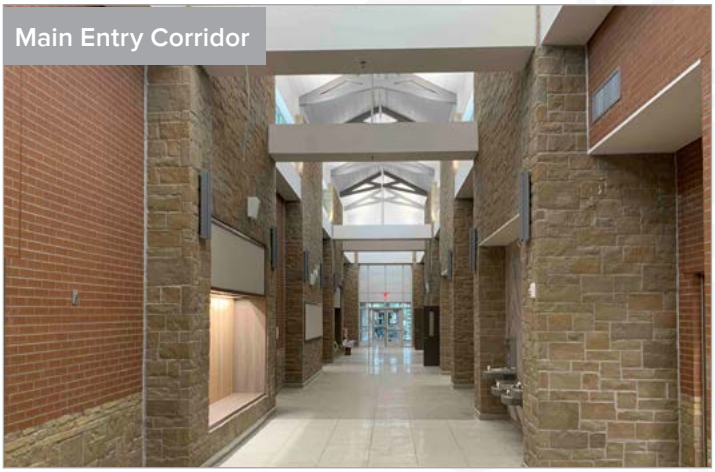
BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

FURR ELEMENTARY SCHOOL (CONTINUED)

AS OF **JUNE 2019**

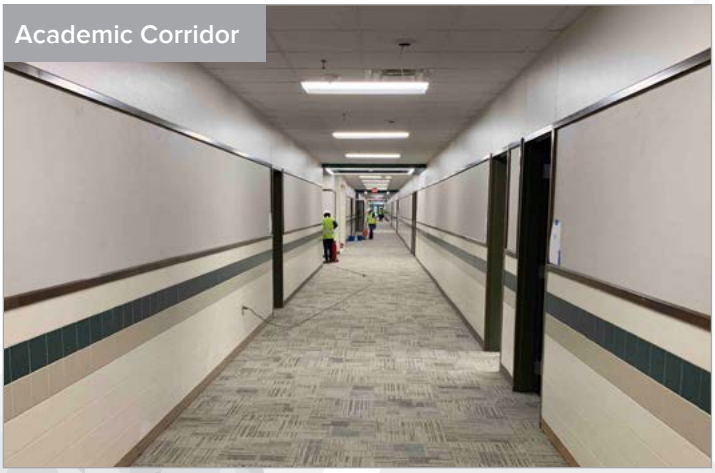
Main Entry Tower

Main Entry Corridor



Reception Area

Academic Corridor



Library

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BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

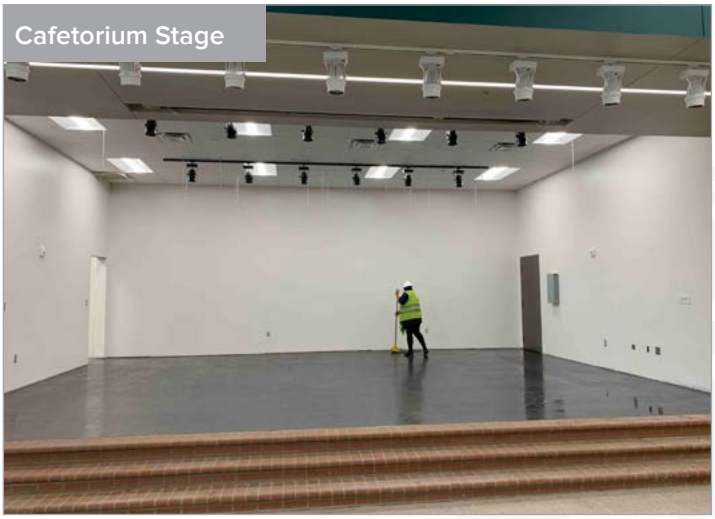
FURR ELEMENTARY SCHOOL (CONTINUED)

AS OF **JUNE 2019**

Art Classroom

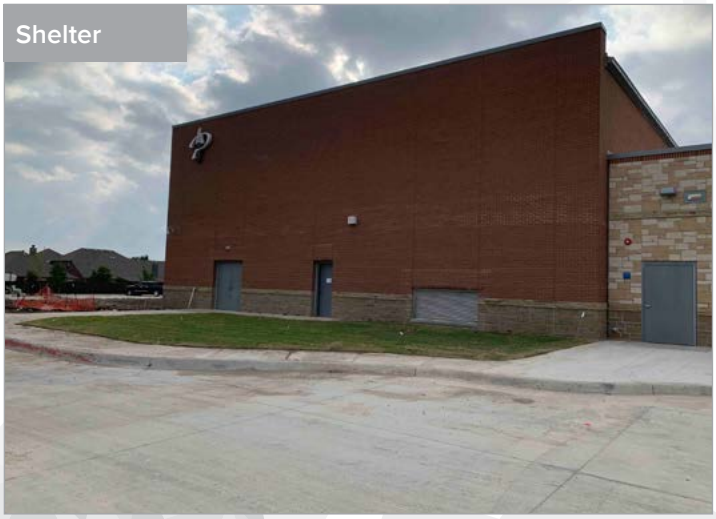
Cafetorium

Cafetorium Stage

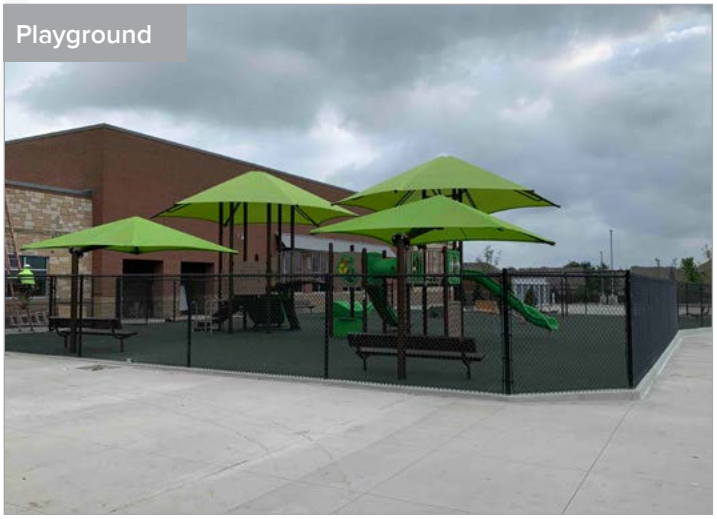


Gymnasium (Shelter)

Shelter



Playground



Huckabee

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

STUBER ELEMENTARY SCHOOL

AS OF **JUNE 2019**

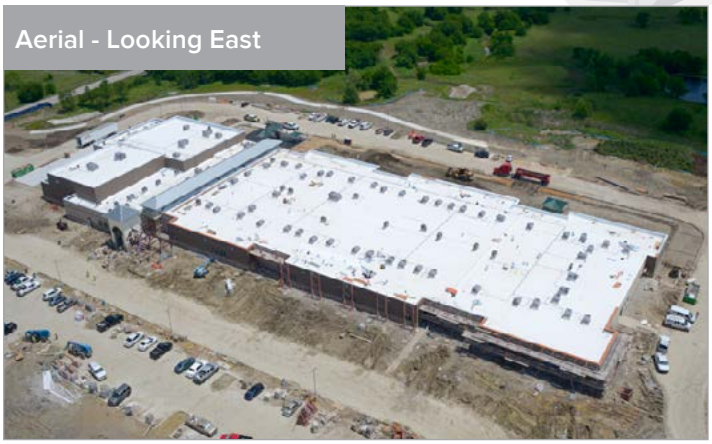
WORK COMPLETED AND ONGOING:

- Completed plumbing fixtures – Area 1
- Continue lighting installation – Areas 1, 2, 3 and 4
- Completed Town and District playgrounds
- Continue irrigation
- Poured south and west sidewalks
- Completed plaster at clerestory and entry tower – Area 4
- Completed terrazzo in cafetorium – Area 4
- Began terrazzo at gym corridor – Area 4
- Completed ceiling tile – Areas 1 and 2
- Started installation of wood doors and hardware – Areas 1, 2 and 3
- Completed wood trim in corridors – Areas 1, 2 and 3
- Completed carpet and VCT flooring – Areas 1, 2, 3 and 4
- Began roofing at entry tower

TWO WEEK LOOK AHEAD:

- Complete wall coping – Areas 1, 2, 3 and 4
- Continue millwork – Areas 1, 2, 3 and 4
- Fire alarm inspection – Areas 1, 2, 3 and 4
- Complete entry tower standing seam roof
- Complete decking at structural steel canopies – Area 4
- Begin standing seam roofing at structural steel canopies – Area 4
- Continue sidewalks north, south, east and west sides
- Complete terrazzo gym corridor – Area 4
- Begin terrazzo installation in main corridor and admin – Area 4
- Begin installation of stage equipment and lighting – Area 4
- Begin site fencing
- Begin stocking and training CO
- Start MEP and building finals for TCO

Aerial - Looking East



Aerial - Looking North

Aerial - Looking South

Huckabee

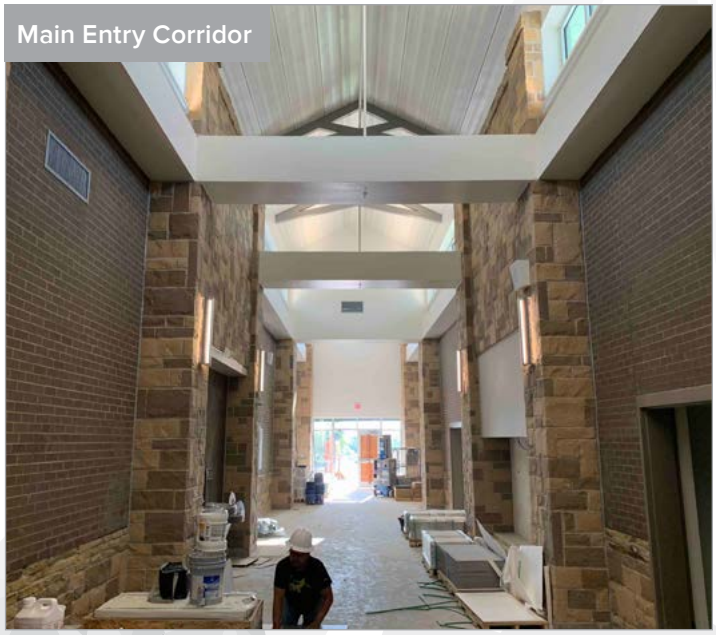
BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

STUBER ELEMENTARY SCHOOL (CONTINUED)

AS OF **JUNE 2019**

Main Entry Tower

Main Entry Corridor



Academic Corridor

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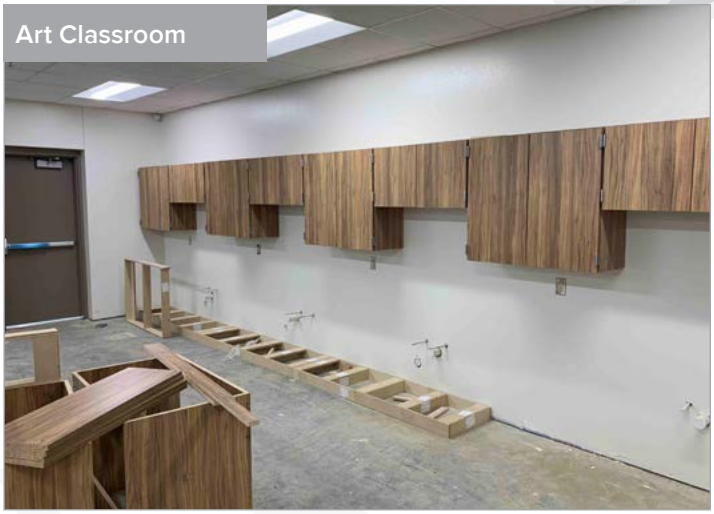
BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

STUBER ELEMENTARY SCHOOL (CONTINUED)

AS OF **JUNE 2019**

Library

Art Classroom



Cafetorium

Gymnasium

Playground

Huckabee

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

MS#4

AS OF **JUNE 2019**

WORK COMPLETED OR ONGOING:

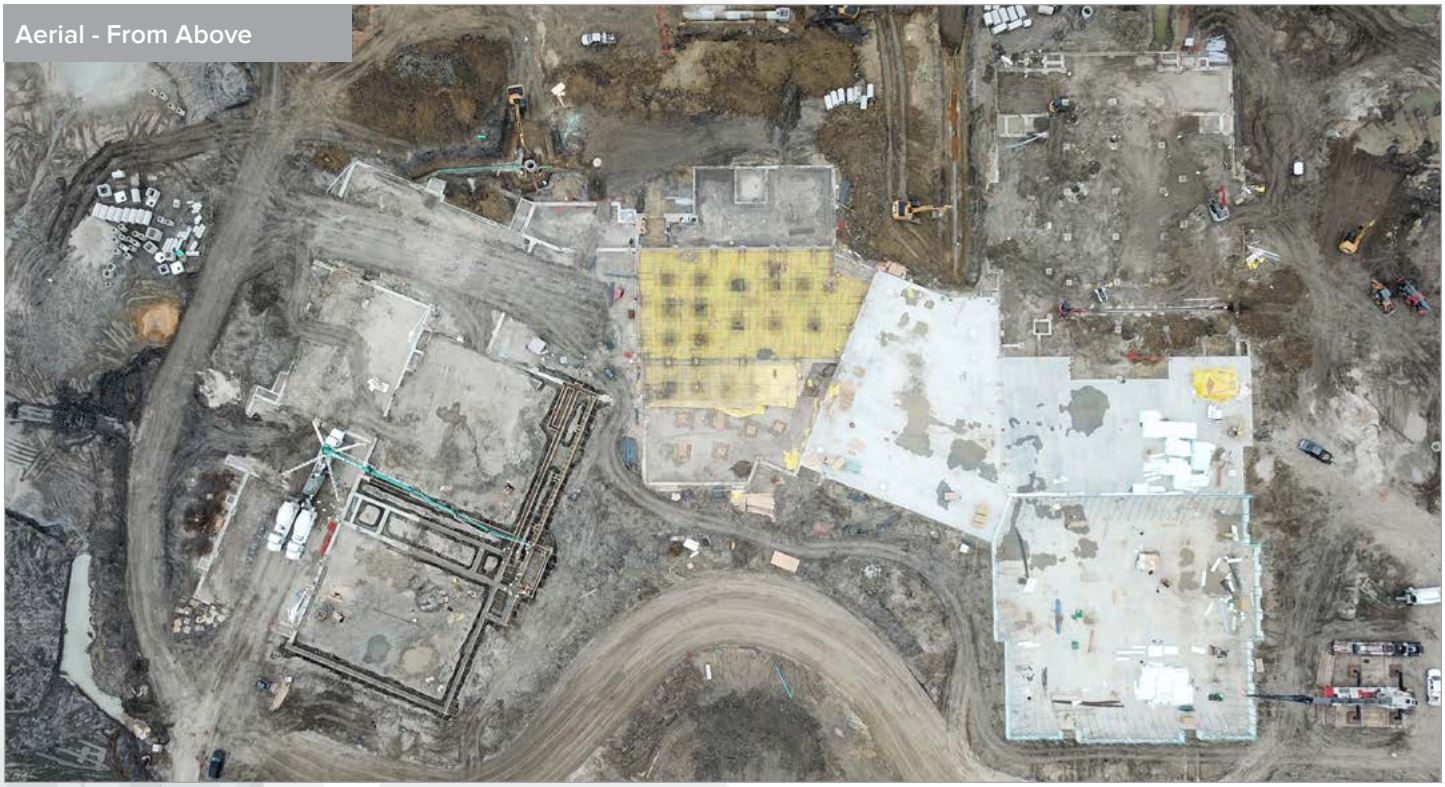
- Carton forms, reinforcing steel and pour slab – Area 4 (south)
- Lime stabilization of drive A
- Install sanitary line A and associated lateral lines
- Piers

TWO WEEK LOOK AHEAD

- Underground plumbing and electrical installation – Areas 3, 5 and 6
- Place slab on carton forms – Areas 3, 5 and 6
- ICF installation – Area 1
- Place steel for drive A
- Install select fill at track and tennis courts

Aerial - Looking North

Aerial - From Above



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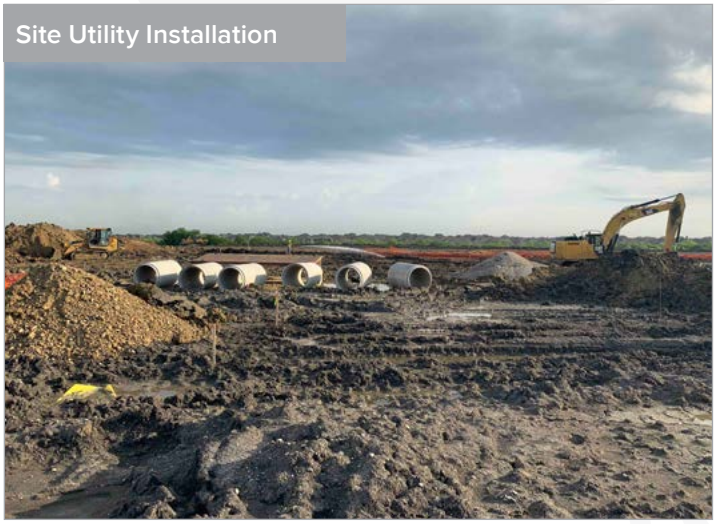
BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

MS#4 (CONTINUED)

AS OF **JUNE 2019**

Site Utility Installation



Grade Beam Formwork From Above

Underground Utilities at Electrical Room

Slab Ready For Placement

ICF From Above

ICF Exterior Wall Erection

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BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

ROCK HILL HIGH SCHOOL

AS OF **JUNE 2019**

WORK COMPLETED AND ONGOING:

Site work

- Grading and forming of retaining walls for the detention pond ongoing, rock excavation at the detention pond almost complete
- Installing light poles and bases on the west side of the property ongoing
- Track and field final subgrade complete
- Baseball and softball subgrade 95% complete
- Grading for practice fields 99% complete
- Irrigation installation
- Well digging has commenced

Main Building

- Steel erection ongoing – Areas D, N and E; deck installation – Areas D and N (roofs)
- Dance floor being installed for multiple trades use – Area R
- Wing walls layout currently being reviewed by AE – Area R
- Fireproofing ongoing – Areas C, P and Q
- CMU ongoing – Areas P and Q
- Grade beams concrete pour to commence – Areas K and J
- HVAC installation first and second floor ongoing – Area C
- Plumbing rough-in ongoing first and second floors – Areas B, C, P and Q
- Fire sprinkler installation first and second floors – Area C; first floor – Area D
- Electrical rough-in ongoing – Areas C, D, P, and Q
- CFMF installation ongoing at interior second floor – Areas C and D.
- Taping and painting ongoing on first and second floors – Areas A and B
- Tile installation ongoing in restrooms – Area A
- Low voltage cable tray installation in corridors ongoing – Area A
- RTU's to be lifted – Areas A, B, C, P, Q, R, MPF and concession buildings

MPF Building / Out Building

- Miscellaneous steel erection at the indoor practice field ongoing
- Steel superstructure painting ongoing
- Masonry exterior and interior wall installation
- Framing and sheathing of parapets

Transportation Facility

- CMU installation for building almost complete
- Steel framing erection ongoing
- Steel trusses being installed
- MEP overhead installation ongoing

BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

ROCK HILL HIGH SCHOOL (CONTINUED)

AS OF **JUNE 2019**

TWO WEEK LOOK AHEAD:

Site work
- Retaining walls ongoing
- Tennis courts rough grading
- Irrigation ongoing
- Backstop and dugout of baseball and softball
- Batting cages ongoing for baseball and softball

Main Building
- Steel erection – Area M
- Exterior CFMF – Areas D, N and R
- Finish pouring cast-in-place columns and high beams – Area N
- Two side – Area B
- Installation of exterior rigid insulation – Area A
- Exterior masonry ongoing
- MEP rough-in – Areas D, P and Q
- Fire sprinkler rough-in – Areas P and Q
- Roofing to completed – Areas P and Q
- Decking to begin – Area E
- Slab pour – Areas F and G

MPF Building / Out Building
- CMU installation on the MPF building ongoing
- Metal roof on practice field of MPF building
- Grading of indoor football field

Transportation Facility
- CFMF interior and exterior walls
- Drilling for canopy supports
- Propane underground installation
- Screen wall

Aerial - Looking South

Aerial - MPF Building

Aerial - Main Entry and Academic Wing

Huckabee

BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

ROCK HILL HIGH SCHOOL (CONTINUED)

AS OF **JUNE 2019**

Auditorium Entry

Fine Arts Wing

Exterior Masonry Progress

Academic Main Street

Student Commons (Bridge)

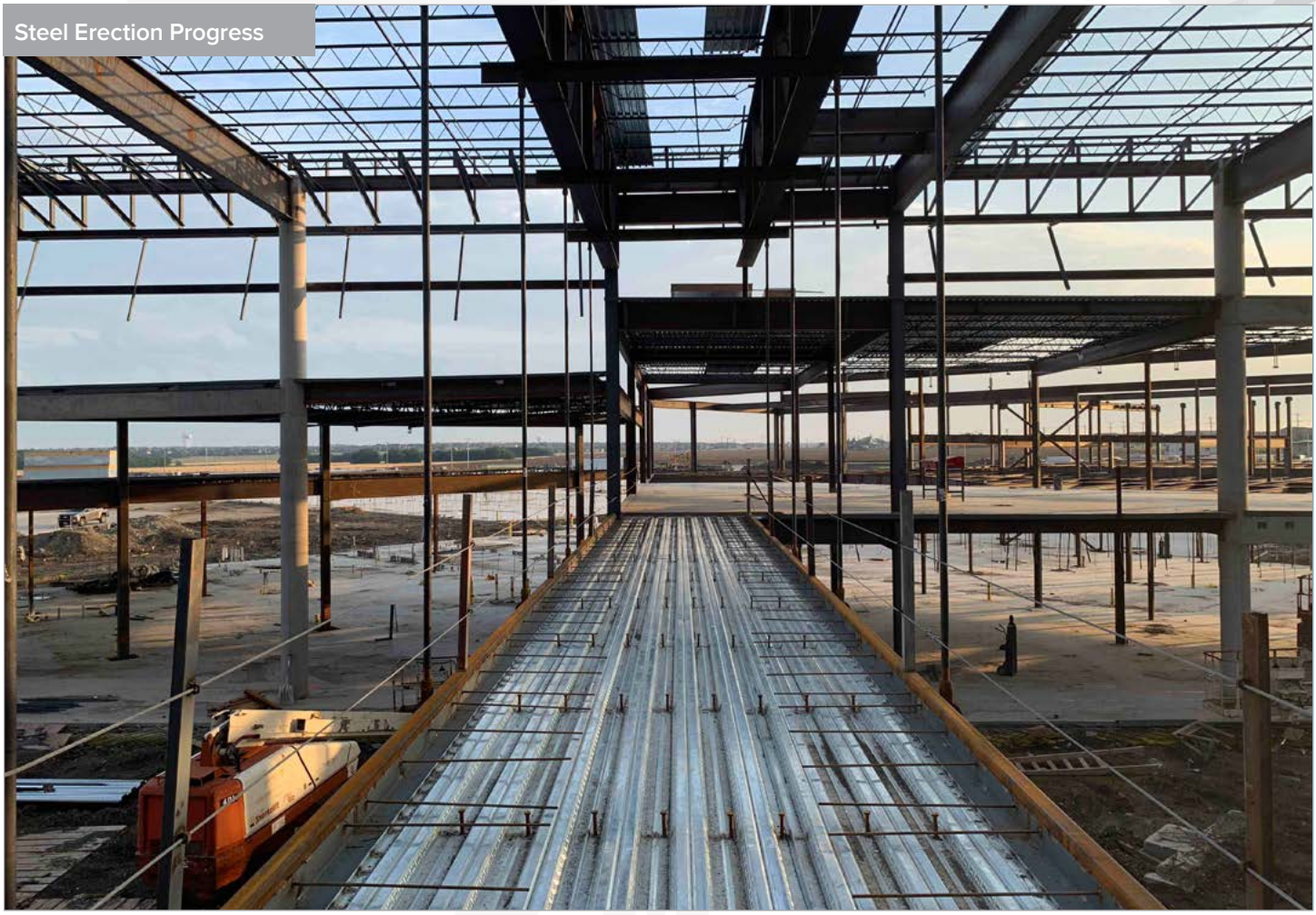
Huckabee

BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

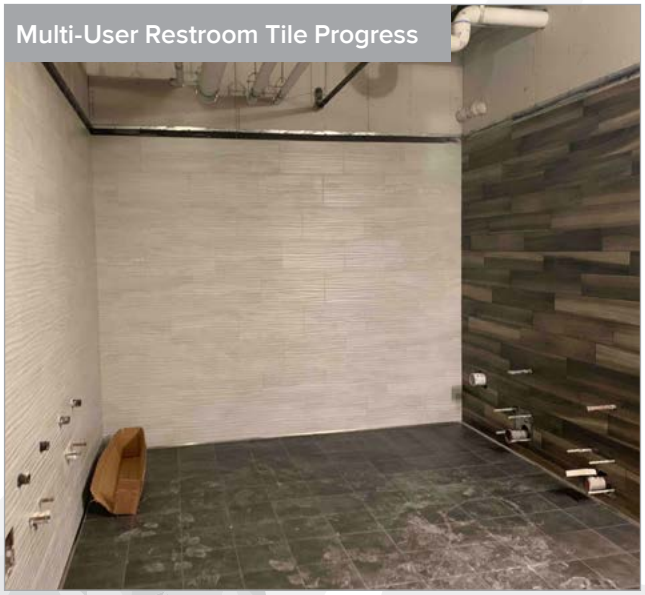
ROCK HILL HIGH SCHOOL(CONTINUED)

AS OF **JUNE 2019**

Steel Erection Progress



Multi-User Restroom Tile Progress



MPF Indoor Progress

Huckabee

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

PROSPER STADIUM

AS OF **JUNE 2019**

WORK COMPLETED AND ONGOING:

Site work
- Prestart of Lift station
- Complete home side upper level bleacher
- Complete visitor side water shield start bleachers
- Continue north east paving
- Home side ribbon board installed
- Mobilize turf crew
- Continue irrigation and landscape around Natatorium
- Poured north west ramps and stairs

Field House/Community Room
- Complete exterior plaster soffit
- Continue metal panels
- Continue wood ceiling
- Continue plumbing fixture
- Install toilet partitions
- Install VCT
- Seal concrete floors

Home side
- Painting Admin area
- Complete concession tile
- Begin installation of ceiling grid
- Complete paint of restroom
- Seal concrete floors
- Begin installation of plumbing fixtures
- Continue press box glass
- Complete plumbing rough in on upper floors
- Continue mechanical and electrical rough
- Continue exterior masonry
- Begin installation of metal panels on street side

Visitor side
- Complete roof of Concession
- Complete interior CMU in southeast restroom
- Install concession overhead doors
- Begin installation of tile in concession
- Northeast restroom complete MEP
- Continue northeast restroom paint
- Begin sealing of floors
- Continue masonry on towers
- Continue framing high beams
- Stock planks on upper deck

TWO WEEK LOOK AHEAD:

Site work
- Lift station online
- Startup of lift station
- Continue paving in northeast corner
- Continue Area B steps and ramps
- Continue to pour flat work
- Continue landscape and irrigation

Field House/Community Room
- Continue metal panels
- Continue wood ceiling
- Continue plumbing fixture
- Installation of toilet partitions/accessories
- Deliver laundry room equipment
- Begin Installation of millwork

Home side
- Complete masonry at press box
- Complete metal panels at press box
- Begin installation of high beam framing and metal panels
- Install elevator
- Continue MEP trim in ceiling grid
- Continue framing and sheetrock upper levels

Visitor side
- Continue bleacher installation
- Complete MEP overhead in restrooms
- Continue tile work in concessions
- Sealing of floors
- Begin installation of plumbing fixtures
- Begin installation of toilet partitions

Huckabee

BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

PROSPER STADIUM (CONTINUED)

AS OF **JUNE 2019**

Aerial - Looking North

Aerial - Looking South

Aerial - Looking West

Huckabee

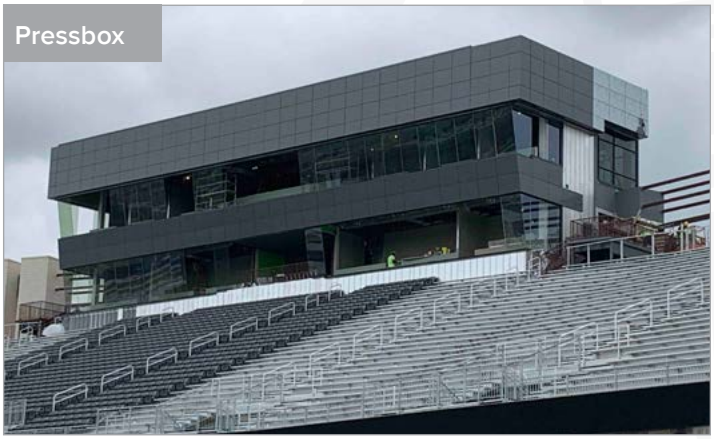
BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

PROSPER STADIUM (CONTINUED)

AS OF **JUNE 2019**

Home Side

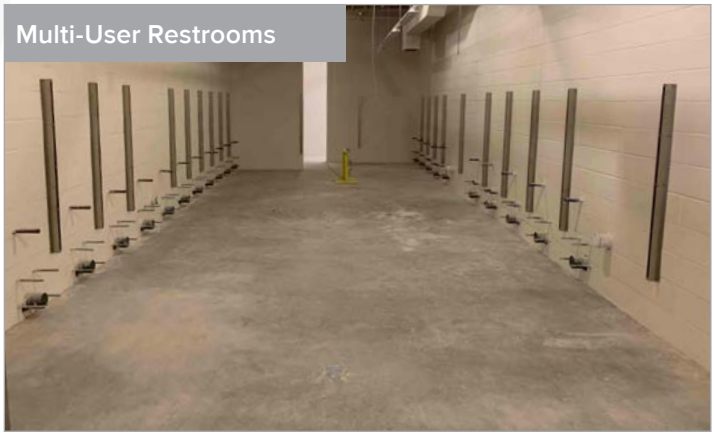
Pressbox



Press Box Interior Progress

Stair Progress

Multi-User Restrooms



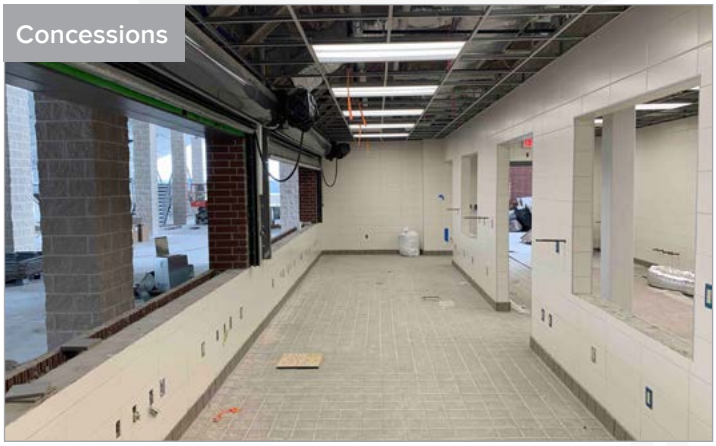
Huckabee

BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

PROSPER STADIUM (CONTINUED)

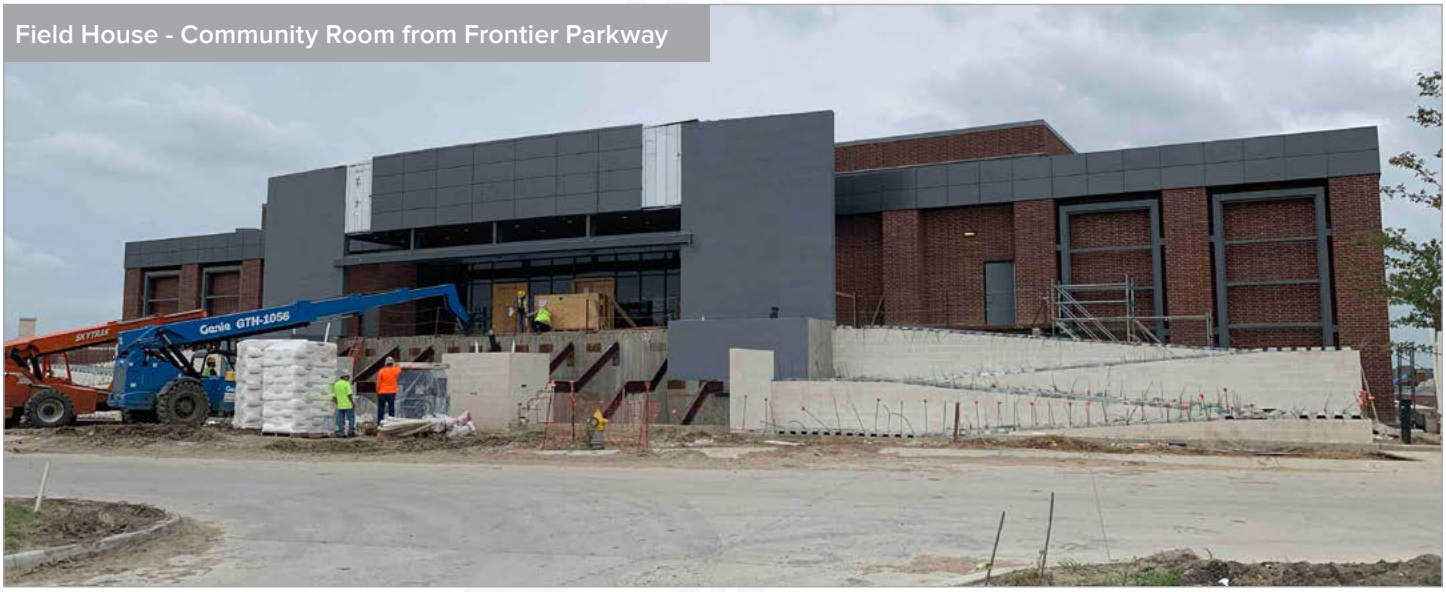
AS OF **JUNE 2019**

Concessions

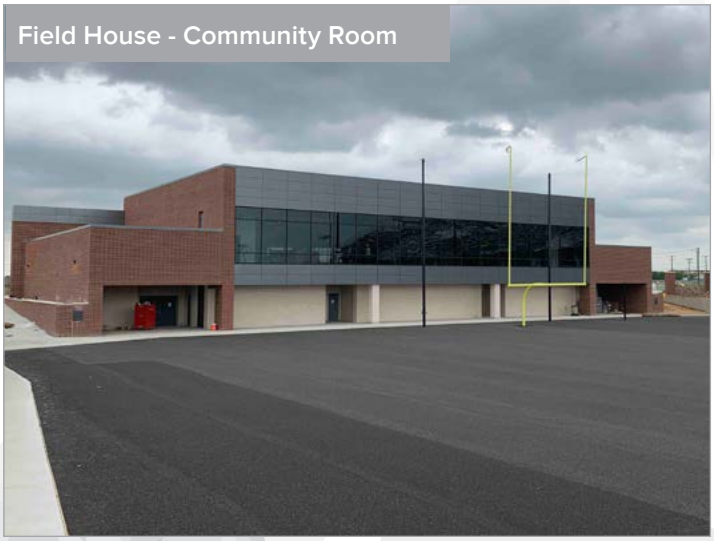


Scoreboard

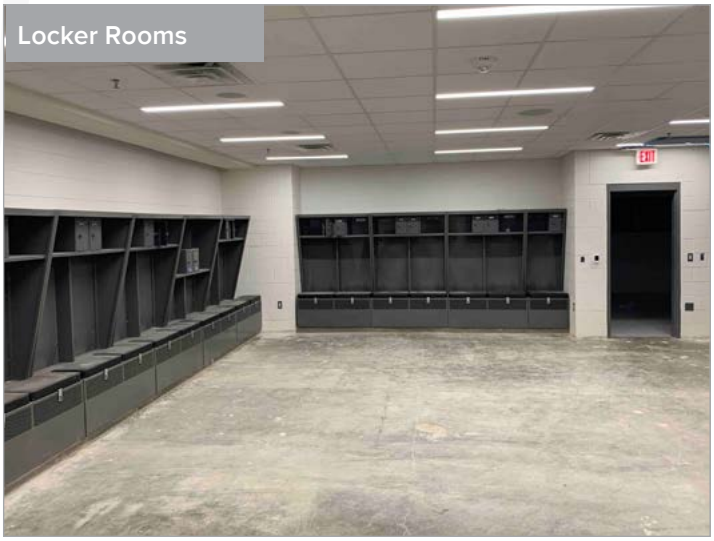
Field House - Community Room from Frontier Parkway



Field House - Community Room



Locker Rooms



Huckabee

BOARD UPDATE

PROSPER INDEPENDENT SCHOOL DISTRICT

PROSPER NATATORIUM

AS OF **JUNE 2019**

WORK COMPLETED AND ONGOING:

Building

- Continue to finish punch list items
- Continue painting of louvers
- Schedule all final inspections

Pool

- Begin pool deck coatings

Site

- Complete sod installation
- Complete civil punch list

TWO WEEK LOOK AHEAD:

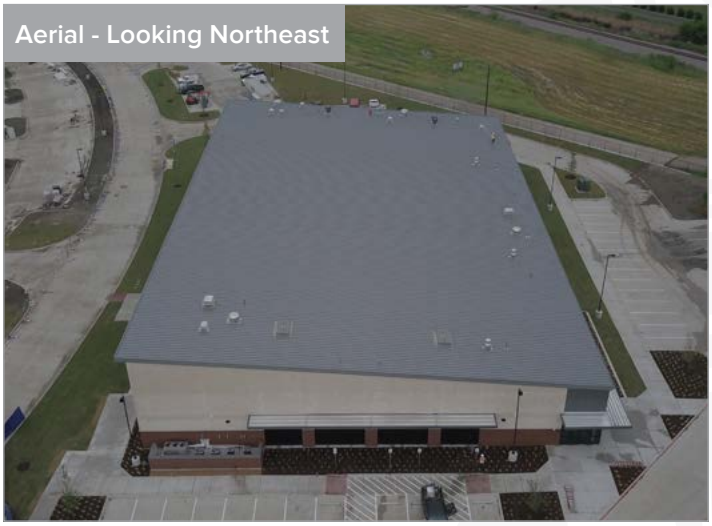
Building

- Sign off on punch list

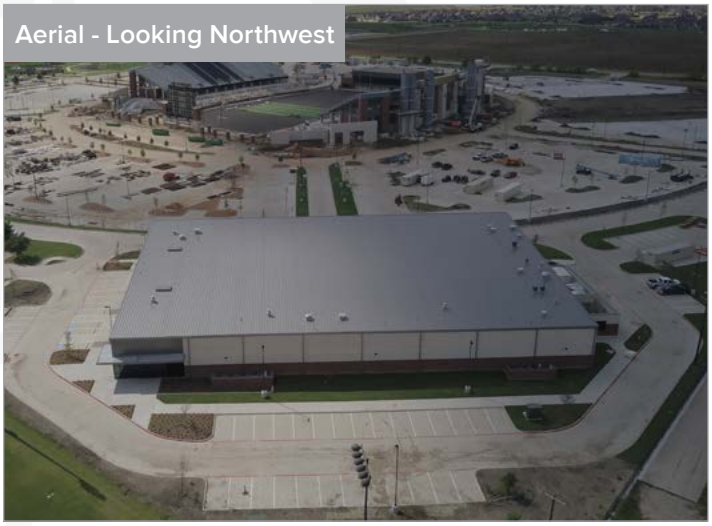
Pool

- Complete pool deck coating

Aerial - Looking Northeast



Aerial - Looking Northwest



Aerial - Looking Southeast

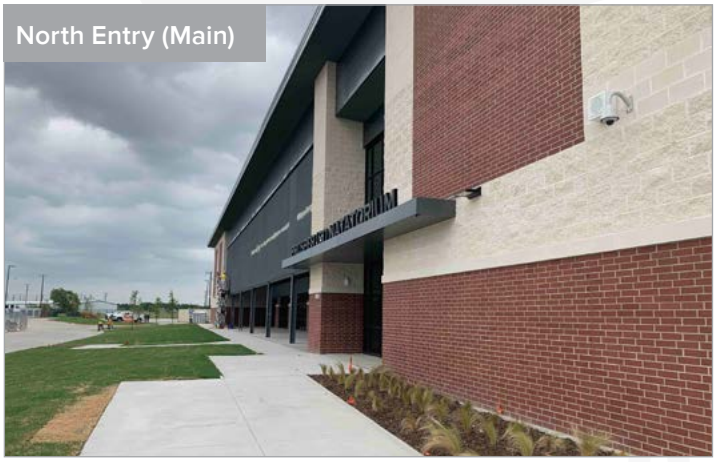
Huckabee

BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

PROSPER NATATORIUM (CONTINUED)

AS OF **JUNE 2019**

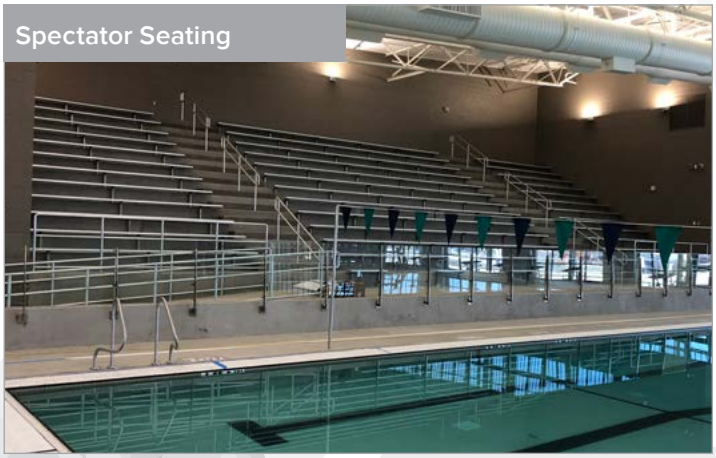
North Entry (Main)



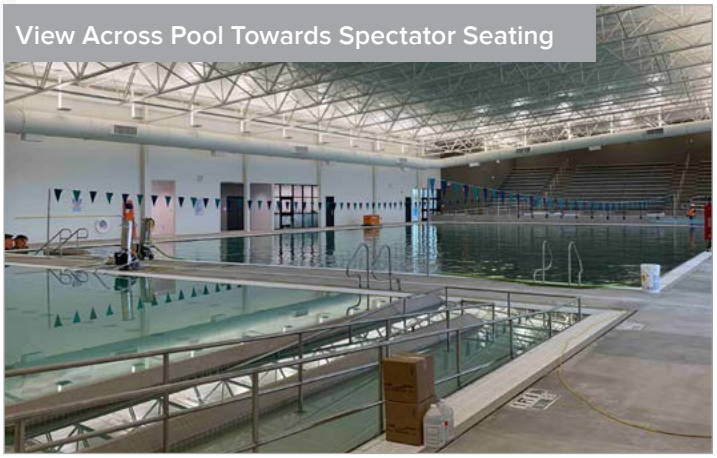
South Entry (Secondary)

Wall Graphics

Spectator Seating



View Across Pool Towards Spectator Seating



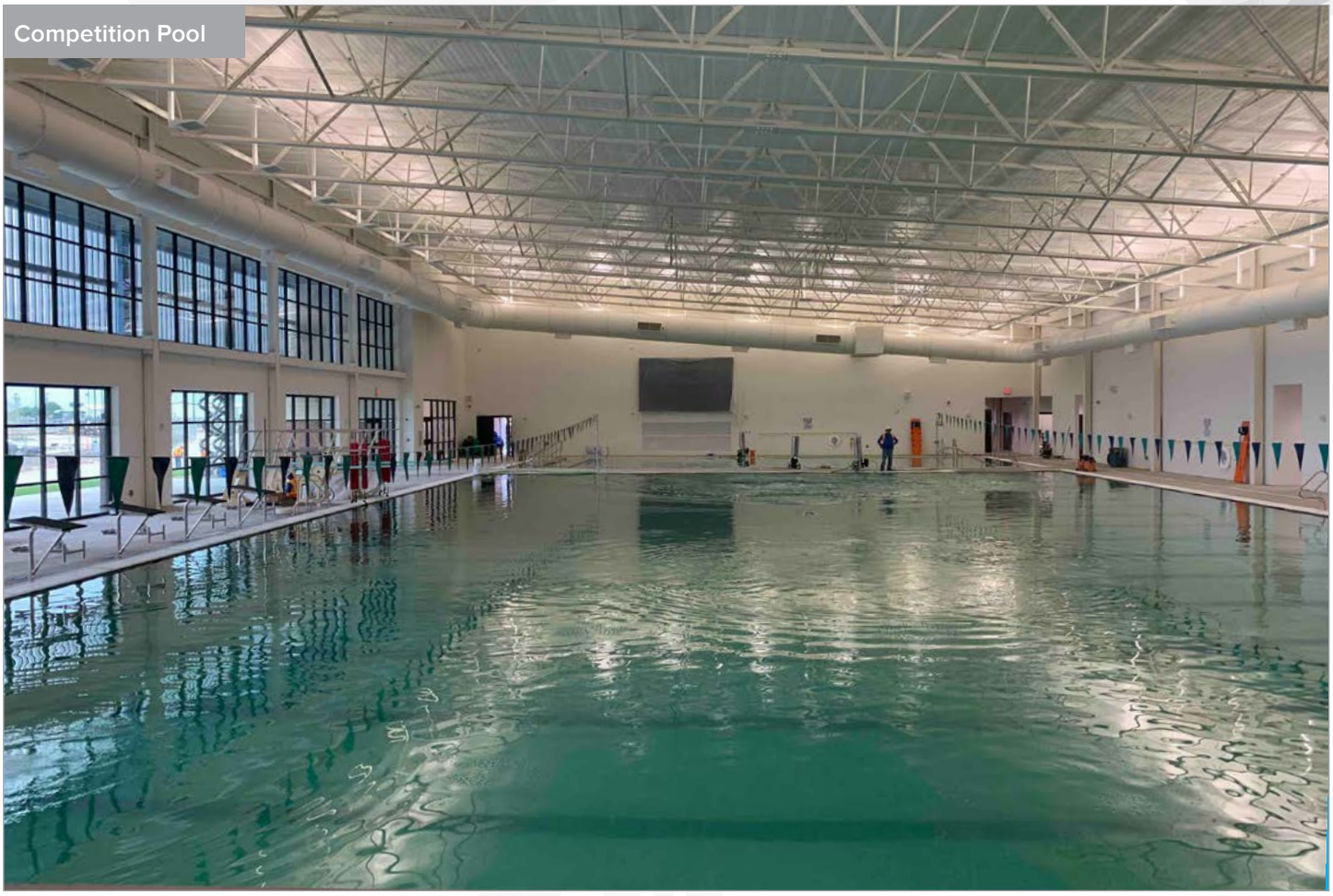
Huckabee

BOARD UPDATE
PROSPER INDEPENDENT SCHOOL DISTRICT

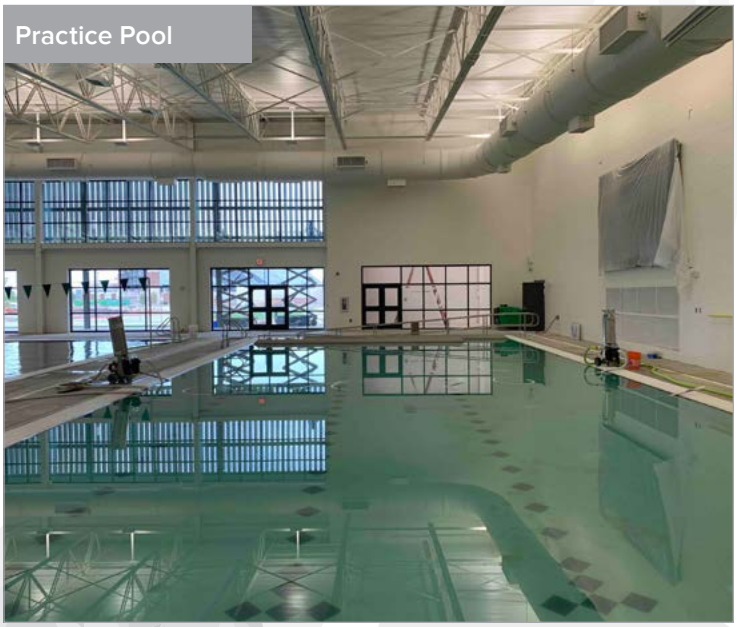
PROSPER NATATORIUM (CONTINUED)

AS OF **JUNE 2019**

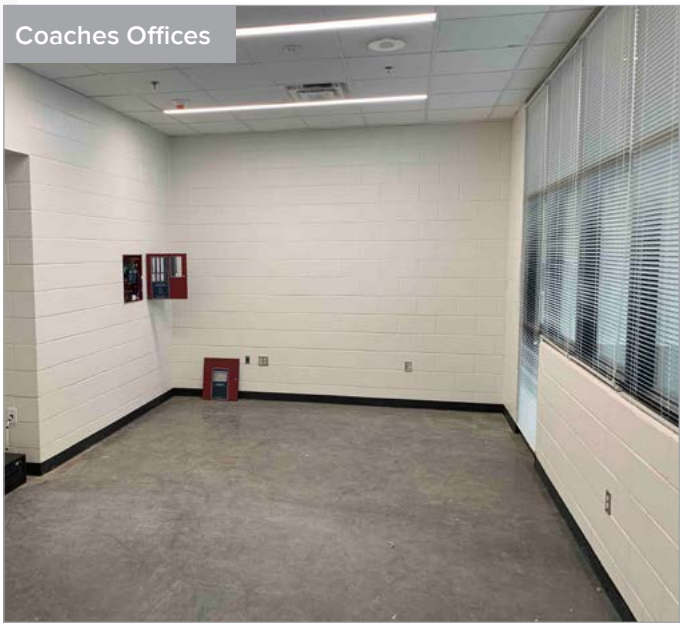
Competition Pool



Practice Pool

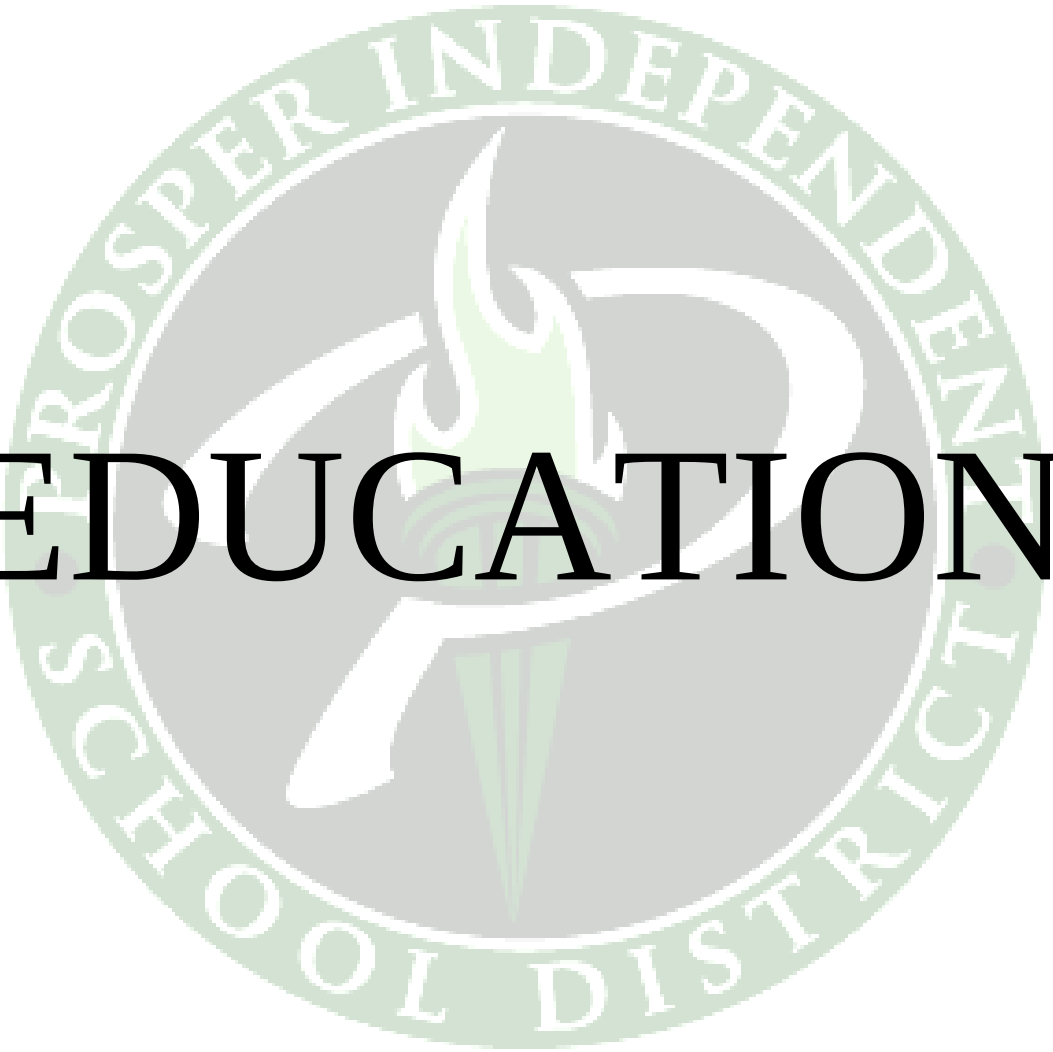


Coaches Offices



Huckabee

Item 6: Consider action on approval of the Consent Agenda as included in your board packet (minutes, enrollment, and various district reports).



EDUCATION

Item 6A: Consideration and possible approval of expedited waivers as granted by the Texas Education Agency.

Action Item

Date: June 17, 2019 **Division:** Curriculum & Instruction

Subject: Approval of TEA Application for Expedited Waivers

Early Release Waiver:

This waiver allows the districts and charter schools to conduct school for less than seven hours for a total of six days of student instruction a year. These days may provide additional training in education methodologies or provide time to meet the needs of student and local communities. Districts and charter schools may shorten the student instructional day to release school for such reasons as conducting teacher collaboration or planning, conducting teacher parent conferences, or releasing school before a holiday, game playoff or local school related activities. Students must be in attendance for a minimum of four hours (240 minutes) of instruction. Waivers granted for early release are worth up to 180 minutes, depending on the time students were released from school.

Modified Schedule for State Testing:

This waiver allows the district or charter school to modify the schedule of classes for students who are not being tested to report to and attend school after the state assessment testing period has ended, therefore reducing the interruptions during testing period. Students who are not being tested must still meet the maximum 2-through-4 hour requirement for funding (see SAAH 3.6.6 Attendance Accounting during Testing Days).

Foreign Exchange Student Waiver:

Texas Education Code 25.001 (e) is an expedited waiver that allows districts to limit the number of foreign exchange students to a number that is not less than five per high school.

The district has requested a waiver of 5 or more foreign exchange students per high school. The waiver reason selected was that by allowing more students, this would create a financial or staffing hardship for the district.

Teacher Data Portal of the Texas Assessment Management System

Pursuant to §32.258, this waiver allows school districts to apply for a waiver of participation in the teacher portal component of the Texas Assessment Management System.

A waiver is granted if a district can provide assurance that the local teacher data portal meets the statutory requirements outlined in TEC 32.258.

The district currently utilizes Eduphoria's AWARE for all data management needs.

Timeline for Accelerated Instruction

As part of the Student Success Initiative (SSI), districts and charter schools must provide accelerated instruction to students in grades 5 and 8 who do not demonstrate proficiency on the STAAR reading and/or mathematics tests. This accelerated instruction must occur after each administration of the test, including the third administration. Students may advance to or be placed in the next grade level only if (1) they complete all accelerated instruction required by the grade placement committee (GPC), and (2) the GPC determines, by unanimous decision, that the students are likely to perform at grade level at the end of the next school year given additional accelerated instruction during the course of the year.

To assist districts in meeting the accelerated instruction provision after the third administration of the test, the agency is allowing districts to apply for a waiver to adjust the timeline for providing accelerated instruction to students who fail the third administration. The waiver will be granted if districts meet certain conditions, including identifying and documenting the intensive instruction a student needs, targeting this instruction to the reporting categories on which the student was weak, and ensuring that this instruction is completed during the first six weeks of school. In addition to this intensive accelerated instruction, districts must develop an accelerated instruction plan that will provide the student with ongoing instructional support during the entire school year.

Item 6A: Consideration and possible approval of expedited waivers as granted by the Texas Education Agency.

Item 6B: Consideration and possible approval of Student and Employee Handbooks for 2019-2020.

Action Item

Date: June 17, 2019 **Division:** Curriculum and Instruction

Subject: Approval of 2019-2020 Student Handbooks

The Curriculum and Instruction Department is seeking approval for the 2019-2020 Student Handbooks. The following handbooks are seeking approval:

- Prosper ISD Code of Conduct
- Elementary Student Handbook
- Middle School Student Handbook
- Prosper High School Student Handbook

Updates to the 2019-2020 Code of Conduct and Student Handbooks:

Code of Conduct:

No new updates to the current edition.

Student Handbook Updates (All Grade Levels):

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.

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

Medicine at School
Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellant is considered a nonprescription medication.

School-sponsored Field Trips
The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

District Property
Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property. Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General
District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be for elementary and middle/junior high grade-level handbooks, remove references to vehicles. District officials may carry out suspicionless searches as part of lawful security procedures. They can also conduct searches based on reasonable suspicion that 2019–20 TASB Model Student Handbook © 2019 by Texas Association of School Boards, Inc. All rights reserved. 110 Text Editorial Notes and References conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

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

Telecommunications and Other Electronic Devices
Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.] Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with the law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 58 for more information.]

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

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

Dress and Grooming

Current	Change
Facial hair is not permitted and sideburns must not extend below the bottom of the ear.	Male facial hair will be well groomed, natural hair color, and distraction free
Body piercing other than the ear is prohibited. A maximum of two earrings per ear may be worn (girls only). Boys are not permitted to wear earrings at school. Gauges, tongue piercing, facial piercing, and body modification implements/jewelry are prohibited. SPECIAL NOTE: STUDENTS ARE NOT ALLOWED TO COVER PIERCINGS OF ANY KIND WITH BAND-AIDS, TAPE, ETC. Clear spacers MAY be worn as an acceptable alternative.	Male earrings will be allowed
Dresses, shorts, skorts, and skirts must be at or below fingertip length all the way around all of the time. Spandex shorts, bicycle shorts, lace shorts, tights, and boxers may not be worn.	All garments without leggings will be fingertip length as measured by the index finger.
Leggings/Jeggings and yoga pants or any other form-fitting athletic gear may ONLY be worn under shirts, skirts, shorts, or dresses that come to at least mid-thigh. The leggings/jeggings/yoga pants may have no sheer or open component above fingertip length.	Tops worn with leggings must be backside length all the way around.
Hats, scarves, bandanas, and head wraps (any head covering) are not to be worn, seen, or possessed inside the building, except for special days designated by the principal.	Hoods on hooded sweatshirts/hoodies must remain off the head at all times (added verbiage to what already exists)
Hair shall be kept neat, clean and well groomed and not disrupt the learning environment. Unnatural hair dyes/colors are not permitted. Mohawks of any type are not allowed.	Colored hair is permitted as long as it is not deemed a distraction.

Middle School and High School Updates:

Languages other than English

Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student

Prosper ISD
Elementary Student Handbook

2019–2020 School Year

Table of Contents

Contents

Prosper ISD 1
Elementary Student Handbook 1
Preface 6
Accessibility 7
Section I: Parental Rights 8
Consent, Opt-Out, and Refusal Rights 8
Participation in Third-Party Surveys 10
Right of Access to Student Records, Curriculum Materials, and District Records / Policies 12
A Student with Exceptionalities or Special Circumstances 16
Section II: Other Important Information for Parents and Students 23
Absences / Attendance 23
Accountability under State and Federal Law (All Grade Levels) 28
Bullying (All Grade Levels) 28
Celebrations (All Grade Levels) 30
Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels) 30
Communications—Automated 31
Complaints and Concerns (All Grade Levels) 31
Conduct (All Grade Levels) 32
Counseling 33
Credit by Examination *If a Student Has Taken the Course / Subject* (All Grade Levels) 34
Credit by Examination for Advancement / Acceleration *If a Student Has Not Taken the Course / Subject* 34
Kindergarten Acceleration 34
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) 35
Distance Learning 38
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) ... 38
Dress and Grooming (All Grade Levels) 39
Electronic Devices and Technology Resources (All Grade Levels) 41
English Learners (All Grade Levels) 43
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 44

Fees (All Grade Levels) 44
Fundraising (All Grade Levels) 45
Gang-Free Zones (All Grade Levels) 45
Gender-Based Harassment 45
Grading Guidelines (All Grade Levels) 45
Harassment 46
Hazing (All Grade Levels) 46
Health-Related Matters 47
Homeless Students (All Grade Levels) 51
Homework (All Grade Levels) 52
The full Prosper ISD Homework Policy can be found on our district website at www.prosperisd.net. For quick reference, our teachers are committed to adhering to the current research and best practices regarding homework and therefore, consider the following guidelines when planning homework assignments: 52
Grades K-2 (10-20 minutes per night on average) 52
Grades 3-5 (30-50 minutes per night on average) 52
Research studies have consistently shown that the amount of time devoted to learning is related to achievement in a subject. Homework, therefore, is important in a student's overall success in his/her academic program. Time frames listed above are averages and not hard and fast time brackets that align closely with the National Standards. There may be nights in which your child has far less homework than mentioned above and may be nights when your child more. The key is to keep a close watch on excessive trends and report those concerns in collaboration with your child's teacher. 52
Homework is defined as work completed outside the classroom that is designed to: 52
• Reinforce or provide practice of skills/concepts addressed instructionally 52
• Extend skills and concepts 52
• Collect evidence of student understanding and application of what has been taught 52
Immunization (All Grade Levels) 52
Law Enforcement Agencies (All Grade Levels) 53
Leaving Campus (All Grade Levels) 54
Lost and Found (All Grade Levels) 55
Makeup Work 56
Medicine at School (All Grade Levels) 56
Nondiscrimination Statement (All Grade Levels) 58
Parent and Family Engagement (All Grade Levels) 58

Physical Examinations / Health Screenings 59
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 60
Prayer (All Grade Levels) 60
Promotion and Retention 60
Release of Students from School 62
Report Cards / Progress Reports and Conferences (All Grade Levels) 62
Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 9 weeks. 62
At the end of the 4th week of a 9 week 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference.] 62
Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and Grading Guidelines.] 62
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). 62
The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject 62
Retaliation 62
Safety (All Grade Levels) 63
SAT, ACT, and Other Standardized Tests 64
School Facilities 64
School-sponsored Field Trips (All Grade Levels) 66
Searches 66
Sexual Harassment 67
Special Programs (All Grade Levels) 67
Standardized Testing 67
Students in Foster Care (All Grade Levels) 68
Student Speakers (All Grade Levels) 68

Substance Abuse Prevention and Intervention (All Grade Levels) 68
Suicide Awareness and Mental Health Support (All Grade Levels) 69
Tardies (All Grade Levels) 69
Students not in their classrooms ready to begin class by 7:45 a.m. will be considered tardy. When the attendance committee evaluates academic achievement, attendance for credit, and possible retention, the hours of missed instruction are taken into account. 69
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) 69
Transfers (All Grade Levels) 69
Transportation (All Grade Levels) 69
Vandalism (All Grade Levels) 70
Video Cameras (All Grade Levels) 71
Visitors to the School (All Grade Levels) 71
Volunteers (All Grade Levels) 72
Withdrawing from School (All Grade Levels) 72
Glossary 73
Appendix: Freedom from Bullying Policy 76

Preface

Parents and Students:

Welcome to the new school year!

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

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

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

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

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

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

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

Therefore, parents and students should become familiar with the *Prosper ISD* Student Code of Conduct. To review the Code of Conduct, visit the district's website at *www.prosper-isd.net*. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

For questions about the material in this handbook, please contact your campus.

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

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

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

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review at the Prosper ISD Administration Building located at 605 E. 7th Street Prosper, TX 75078, and an unofficial electronic copy is available at www.prosper-isd.net located under the School Board tab.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Prosper ISD administration at 469-219-2000.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

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

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

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

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

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or

- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

Limiting Electronic Communications between Students and District Employees

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

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

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

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

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

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

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

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first

day of instruction for this school year [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

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; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her 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 shall not release any directory information to third-party requestors unless required by law and with parent permission.

Participation in Third-Party Surveys

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

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

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

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

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

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

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

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

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

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

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

[See policy EHBK(LEGAL).]

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

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

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

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

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

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

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

Instructional Materials

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

- A parent may review his or her child's records. These records include:
- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

"Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details.
- Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

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

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

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

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

The address of the superintendent's office is 605 E. 7th Street Prosper, TX 75078.

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available from the district website at www.prosper-isd.net.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers / Assignments

A parent may:

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

Transportation is not provided for a transfer to another campus.

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

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

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

Student Use of a Service / Assistance Animal

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

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

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

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

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

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

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

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

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

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

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

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Dr. Blair Hickey, Ph.D., LSSP at 469-219-2035.

Section 504 Referrals

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

- Notice,

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Alexis Webb at 469-219-2024.

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

Section II:
Other Important Information for Parents and Students

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

Absences / Attendance

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

Compulsory Attendance

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is the campus assistant principal. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

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

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

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day at 10:00 AM which is during the second instructional hour as required by state rule.

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

Documentation after an Absence (All Grade Levels)

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

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

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

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

Upon returning to school, a student absent for more than *3* consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Excused Absences

All absences are unexcused until a note signed by the parent/guardian is brought to school or an email is sent directly to the attendance clerk. If the note is not brought within one week, the absence will remain unexcused. The district accepts the following reasons for excusing students from school:

1. Illness of the student with a parent note should be brought within two days of the absence.
2. Medical or Dental appointments.
3. Sickness or death in the family.
4. Educational reasons approved by the School Board (ex. UIL, FFA, Extracurricular).
5. Observance of a religious holy day including travel. Clergy documentation is required.
6. Any extenuating circumstances excused by the campus principal.

The following will be considered extenuating circumstances:

a. Days of suspension.
b. Participation in court proceedings or child abuse/neglect cases.
c. A migrant student's late enrollment or early withdrawal.
d. Days missed as a runaway.
e. Completion of a competency-based program for at-risk students.
f. Late enrollment or early withdrawal for a student under the Texas Youth Commission.
g. Teen parent absences to care for child.
h. Participation in a substance abuse rehabilitation program.

Absences that do not fall within these guidelines may be marked unexcused. Students checked out from school early to attend dance classes, extracurricular lessons, club sport practices, etc. will count against perfect attendance and may be considered when filing truancy according to compulsory attendance laws.

Dental and medical appointments should be made after school hours if at all possible. A note from the doctor's office must verify appointments when a student misses any school time. Parents of Prosper ISD students are urged to reserve vacation trips for the designated holidays. An absence for a vacation will be considered unexcused and accumulated according to compulsory attendance laws.

Campuses will accept written excuses from parents not to exceed a total of five days within the school year. One note equals one day, but you do not need to send separate notes for each day of a consecutive absence. For example, a four-day illness without a medical note will be considered as four parent excused absences, but only one note needs to be sent in. After the five accepted written excuses, students will begin accumulating "excessive absences" and a parent note will no longer be accepted for consideration as an excused absence.

Absences that do not fall within these guidelines will be marked unexcused. A student is not automatically excused just because a parent writes a note for an absence.

Accountability under State and Federal Law (All Grade Levels)

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

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

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

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

Bullying (All Grade Levels)

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

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

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

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by accessing the No Bully Zone at www.prosper-isd.net

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

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

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

Celebrations (All Grade Levels)

Birthdays: Every child is special, and we know they enjoy celebrating their birthday. Please know that we will not be able to allow students to pass out birthday invitations or treats at school. You may, however, come and have lunch with your child on their special day at school if you choose to do so.

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

[See **Food Allergies]**

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)

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

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

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages

early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

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

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

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

Reports of abuse or neglect may be made to:

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

Communications—Automated

Emergency

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

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal.

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 handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.prosper-isd.net A copy of the

complaint forms may be obtained from the principal or on the district website at www.prosper-isd.net

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

Conduct
(All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

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

Deliveries

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

Disruptions of School Operations

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

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

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

Social Events

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

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

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

Counseling

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact their campus counselor specifically for their individual needs. 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.

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

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

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

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

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

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

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

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

Kindergarten Acceleration

Candidates for Kindergarten acceleration will take the district selected test.

Students in Grades 1–5

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

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

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.prosper-isd.net [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

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

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

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

Distance Learning

All Grade Levels

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

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

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

School Materials

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

The school newspaper, and the yearbook, are available to students.

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

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

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

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

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

From Others

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

The Assistant Superintendent has designated the school campus as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

Students must be in dress code upon entering the campus in the morning and remain in dress code throughout the day until the last bell rings to release students to go home. Students out of dress code will be reported to the office for a dress code violation. Warnings or quick fixes will NOT be allowed to prevent the violation from being recorded and processed.

1. Dress and/or grooming that causes a distraction as determined by the administration are not permitted.

2. The district prohibits pictures, emblems, or writing on clothing that is lewd, offensive, advertises or depicts tobacco products, alcoholic beverages, drugs, sexually related topics or anything that represents gang/secret society membership. In addition, the principal or designee may use judgment in prohibiting clothing that promotes hate, violence, and suggestive slogans as depicted in television or media.

3. See-through or sheer clothing is allowed when worn over a shirt that fully covers the midriff, doesn't show cleavage, and covers undergarments (tank tops or spaghetti straps are allowed if they follow these specifications). See through or sheer skirts must have a skirt or shorts underneath that is dress code length all the way around at all times.

4. Appropriate footwear must be worn at all times. House shoes are not permitted. All shoes will have hard, leather, or rubber soles.

5. Shirts (including t-shirts), blouses, tops, etc. must reach below the waistline all the way around when arms are extended to the side. Shirts are to be buttoned appropriately. Muscle shirts, halter tops, tube tops, and off the shoulder blouses are prohibited. Spaghetti Straps and tank tops are allowed ONLY in the parameters stated in #3 or ONLY when covered by a [sweater, jacket or shirt with sleeves] which must be worn at all times. Shirts and dresses must cover all areas of the back and sides below the shoulder blades. Students may not wear low neck blouses.

6. Appropriate undergarments must be worn at all times. Outer garments must cover undergarments at all times. (Sports bras are considered undergarments)

7. Pajamas, swimwear, blankets, and other clothing/shoes that are considered house-type wear are not permitted.

8. Pants, shorts, and skirts with unpatched holes, frays or tears above fingertip length (as measured by the index finger) are not permitted.

9. Dresses, shorts, skorts and skirts must be at or below fingertip length (as measured by the index finger) are all the way around all of the time. Spandex shorts, bicycle shorts, lace shorts, tights, and boxers may not be worn.

10. Leggings/Jeggings and yoga pants or any other form fitting athletic gear may ONLY be worn under shirts, skirts, shorts, or dresses that cover the back-side length all the way around. The leggings/jeggings/yoga pants may have no sheer or open component above fingertip length (as measured by the index finger) are.

11. All pants must be worn around the waist area. Students are not allowed to have pants "sag" below the waistline, nor are they allowed to wear large and baggy pants and shorts.

12. Trench Coats or other similar outerwear may not be worn while at school.

13. Hair shall be kept neat, clean and well groomed and not disrupt the learning environment. Mohawks of any type are not allowed.

14. Facial hair shall be kept neat, clean and well groomed and not disrupt the learning environment.

15. Hats, scarves, bandanas, and head wraps (any head covering) are not to be worn, seen, or possessed inside the building, except for special days designated by the principal. Hoods on hooded sweatshirts/hoodies must remain off the head at all times

16. No chains may be worn from the belt loop to the wallet or around the waist area. Boot spikes and spiked jewelry are not permitted.

17. Body piercing other than the ear is prohibited. A maximum of two earrings per ear may be worn. Gauges, tongue piercing, facial piercing, and body modification implements/jewelry are prohibited. SPECIAL NOTE: STUDENTS ARE NOT ALLOWED TO COVER PIERCINGS OF ANY KIND WITH BAND AIDS, TAPE, ETC. Clear spacers MAY be worn as an acceptable alternative.

18. Visible tattoos and ornamentation are prohibited.

19. Sunglasses, unless prescribed by a physician, are prohibited from being worn in the building.

***The administration may allow exceptions to the dress code on designated days.

***The administration reserves the right to judge whether any current fashion or fad is appropriate for school wear and to require any student to change his or her attire if it is not found acceptable. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary

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

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student may pick up the confiscated telecommunications device from the front office at the end of the day. The third time a device is confiscated, the device must be picked up by the parent from the front office.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel.

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

English Learners (All Grade Levels)

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

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

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

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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

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

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.

- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
    - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page .]
    - A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
    - In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

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

Grading Guidelines (All Grade Levels)

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

required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

[See **Report Cards/Progress Reports and Conferences** on page for additional information on grading guidelines.]

Prosper ISD Uses the following grading system:

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 or below

Harassment

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

Hazing (All Grade Levels)

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

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

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

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

Health-Related Matters

Student Illness (All Grade Levels)

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

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

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

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

Bacterial Meningitis (All Grade Levels)

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

What is meningitis?

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

What are the symptoms?

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

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

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

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

You should seek prompt medical attention.

Where can you get more information?

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

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

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

Food Allergies (All Grade Levels)

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

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

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

Head Lice (All Grade Levels)

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

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

More information on head lice can be obtained from the DSHS website Managing Head Lice.

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

Temporary Restriction from Participation in Physical Education

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held regular meetings. Additional information regarding the district's SHAC is available at www.prosper-isd.net.

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

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

Student Wellness Policy / Wellness Plan (All Grade Levels)

Prosper ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Assistant Superintendent. [See policies at CO and FFA.]

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact John Cockrell the district's designated asbestos coordinator, 469-219-2000.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Danny Roberts, the district's IPM coordinator, at 469-219-2000

Homeless Students (All Grade Levels)

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

For more information on services for homeless students, contact the district's homeless education liaison, Katie Burden, at 469-219-2000.

Homework
(All Grade Levels)

The full Prosper ISD Homework Policy can be found on our district website at www.prosperisd.net. For quick reference, our teachers are committed to adhering to the current research and best practices regarding homework and therefore, consider the following guidelines when planning homework assignments:

Grades K-2 (10-20 minutes per night on average)

Grades 3-5 (30-50 minutes per night on average)

Research studies have consistently shown that the amount of time devoted to learning is related to achievement in a subject. Homework, therefore, is important in a student's overall success in his/her academic program. Time frames listed above are averages and not hard and fast time brackets that align closely with the National Standards. There may be nights in which your child has far less homework than mentioned above and may be nights when your child more. The key is to keep a close watch on excessive trends and report those concerns in collaboration with your child's teacher.

Homework is defined as work completed outside the classroom that is designed to:

- Reinforce or provide practice of skills/concepts addressed instructionally
- Extend skills and concepts
- Collect evidence of student understanding and application of what has been taught

Immunization
(All Grade Levels)

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to

the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

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

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

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation

officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the

learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

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

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

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

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

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

Medicine at School (All Grade Levels)

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

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

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

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

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

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

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

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

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

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

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

Psychotropic Drugs

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

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

Nondiscrimination Statement (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Assistant Superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Assistant Superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000
- All other concerns regarding discrimination: See the superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policy GKG.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations / Health Screenings

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings (All Grade Levels)

Prosper ISD will provide vision and hearing screens for students in grades K, 1, 3, 5 in the fall. Fifth grade students will be screened in the spring for Scoliosis. All new students to PISD will be screened accordingly. For more detailed information regarding health screenings, go to the Prosper ISD website at www.prosper-isd.net. Students 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. [Also see policy FFAA.]

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 Flag**.]

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Elementary and Middle / Junior High Grade Levels

In grades K, 1, 2, 3 & 4, retention decisions will be made jointly between parents and educators. Varied sources of data will be utilized to determine promotion or retention. A mandatory parent conference will be held to discuss student progress.

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

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

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

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

[See **Standardized Testing**]

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

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

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

Release of Students from School

[See **Leaving Campus]**

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

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

At the end of the 4th week of a 9 week 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference.]

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

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

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

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Safety
(All Grade Levels)

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

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

Accident 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.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is

crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: www.prosper-isd.net , @ProsperISD twitter and Prosper ISD Facebook page.

Please assume that school will be in session at all times. If a severe storm strikes the area, the decision to cancel school will be made as early as possible. All PISD families will be notified via School Messenger (emergency contact system). You will receive a phone call, e-mail and text message about school closing or delayed school start. It is imperative that all contact information is up to date in order to receive emergency notifications. In addition, the following sites will be notified. If these stations do not announce or you do not receive a School Messenger message that Prosper schools are closed, school will be open for that day.

- WBAP 820 AM
- KDFW TV Channel 4
- KXAS TV Channel 5
- WFAA TV Channel 8
- http://www.prosper-isd.net

If school is dismissed during the school day because of inclement weather, the School Messenger messaging system will be activated as described above. During the spring, there is a possibility of severe thunderstorms and tornadoes in this area. The children will be drilled on the proper procedures to follow should there be a tornado warning. To protect the children from possible danger and prevent panic, we ask that parents come to the school office for direction. If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community.

[See **Communications-Automated, Emergency]**

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing]**

School Facilities

Use by Students Before and After School (All Grade Levels)

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

The following areas are open to students before school, beginning at 6:45 a.m.

- Gym/Cafeteria

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways during Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

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

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

See the Director of Food Services to apply for free or reduced-price meal services.

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

Library
(All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Students are expected to pay the replacement cost for any library materials damaged or lost while the materials are checked out to them.

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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

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.

Searches in General
(All Grade Levels)

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

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

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

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

Trained Dogs (All Grade Levels)

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact central administration at 469-219-2000.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention]**

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

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

Students in Foster Care (All Grade Levels)

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

Please contact the Prosper ISD administrative office with any questions.

[See **Students in the Conservatorship of the State]**

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: morning announcements. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

Substance Abuse Prevention and Intervention (All Grade Levels)

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

Suicide Awareness and Mental Health Support (All Grade Levels)

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

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

Tardies (All Grade Levels)

Students not in their classrooms ready to begin class by 7:45 a.m. will be considered tardy. When the attendance committee evaluates academic achievement, attendance for credit, and possible retention, the hours of missed instruction are taken into account.

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

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

Transfers (All Grade Levels)

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

[See **Safety Transfers/Assignments**, **Bullying**, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

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

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

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

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

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

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

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for

whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

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

[See EHBAF(LOCAL).]

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

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Unauthorized Persons

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

- The person poses a substantial risk of harm to any person; or

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus office for more information and to complete an application.

Withdrawing from School (All Grade Levels)

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

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

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

Glossary

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

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

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

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

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

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

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

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

or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

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

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR

EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

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

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

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

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

Appendix:
Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.prosper-isd.net. Below is the text of Prosper ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on October 23, 2017

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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

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

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

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

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

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

Reporting Procedures
Student Report- To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another Page 73 of 75 student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or

other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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

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

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

Prohibited Conduct
The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported. 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 the Report
The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation
Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. Page 74 of 75

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

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

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

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

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

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

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

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

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

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

Access to Policy and Procedures
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the Page 75 of 75 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.

Prosper ISD

Middle School Student Handbook

2019–2020 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 469-219-2000 or communications@prosper-isd.net.

Table of Contents

Prosper ISD Middle School Student Handbook 1

Preface 7

Accessibility 8

Section I: Parental Rights 9

Consent, Opt-Out, and Refusal Rights 9

Participation in Third-Party Surveys 12

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 11

Right of Access to Student Records, Curriculum Materials, and District Records / Policies . 13

A Student with Exceptionalities or Special Circumstances 20

Section II: Other Important Information for Parents and Students 24

Absences / Attendance 24

Accountability under State and Federal Law (All Grade Levels) 32

Bullying (All Grade Levels) 32

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only) 32

Celebrations (All Grade Levels) 32

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels) 33

Class Schedules (Secondary Grade Levels Only) 34

Communications—Automated 34

Complaints and Concerns (All Grade Levels) 36

Conduct (All Grade Levels) 37

Counseling 38

Course Credit (Secondary Grade Levels Only) 39

Credit by Examination *If a Student Has Taken the Course / Subject* (All Grade Levels) 39

Credit by Examination for Advancement / Acceleration *If a Student Has Not Taken the Course / Subject* 39

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) 38

Discrimination 41

Distance Learning 41

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 42

Dress and Grooming (All Grade Levels) 43

Electronic Devices and Technology Resources (All Grade Levels) 48

End-of-Course (EOC) Assessments 49
English Learners (All Grade Levels) 49
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 50
Fees (All Grade Levels) 49
Fundraising (All Grade Levels) 50
Gang-Free Zones (All Grade Levels) 50
Gender-Based Harassment 50
Grading Guidelines (All Grade Levels) 50
Harassment 54
Hazing (All Grade Levels) 54
Health-Related Matters 55
Homeless Students (All Grade Levels) 60
Homework (All Grade Levels) 58
Illness 58
Immunization (All Grade Levels) 58
Law Enforcement Agencies (All Grade Levels) 59
Leaving Campus (All Grade Levels) 60
Lost and Found (All Grade Levels) 64
Makeup Work 64
Medicine at School (All Grade Levels) 65
Nondiscrimination Statement (All Grade Levels) 68
Parent and Family Engagement (All Grade Levels) 69
Physical Examinations / Health Screenings 68
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 68
Prayer (All Grade Levels) 69
Promotion and Retention 69
Release of Students from School 71
Report Cards / Progress Reports and Conferences (All Grade Levels) 71
Retaliation 71
Safety (All Grade Levels) 71
Schedule Changes (Middle / Junior High and High School Grade Levels) 75
School Facilities 75
School-sponsored Field Trips (All Grade Levels) 77

Searches 77
Sexual Harassment 79
Special Programs (All Grade Levels) 79
Standardized Testing 79
Steroids (Secondary Grade Levels Only) 80
Students in Foster Care (All Grade Levels) 78
Student Speakers (All Grade Levels) 79
Substance Abuse Prevention and Intervention (All Grade Levels) 79
Suicide Awareness and Mental Health Support (All Grade Levels) 79
Summer School (All Grade Levels) 79
Tardies (All Grade Levels) 79
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) 80
Transfers (All Grade Levels) 80
Transportation (All Grade Levels) 80
Vandalism (All Grade Levels) 81
Video Cameras (All Grade Levels) 81
Visitors to the School (All Grade Levels) 82
Volunteers (All Grade Levels) 85
Voter Registration (Secondary Grade Levels Only) 85
Withdrawing from School (All Grade Levels) 85
Glossary 86
Appendix: Freedom from Bullying Policy 89
Student Welfare: Freedom from Bullying 89

Preface

Parents and Students:

Welcome to the new school year!

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

The Prosper ISD Middle School Student Handbook is a general reference guide that is divided into two sections:

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

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

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

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

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

Therefore, parents and students should become familiar with the *Prosper ISD* Student Code of Conduct. To review the Code of Conduct, visit the district's website at *www.prosper-isd.net*. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

For questions about the material in this handbook, please contact your campus.

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

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

[See **Objecting to the Release of Directory Information** on page 9 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 10 for more information.]

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

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Prosper ISD administration at 469-219-2000.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

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

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

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

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

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

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

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,

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

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

Limiting Electronic Communications between Students and District Employees

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

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

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

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

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

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

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

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

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; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her 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.

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: Review **Authorized Inspection and Use of Student Records** on page 14.

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

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

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

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

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

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;

- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in or receive financial assistance under a program.

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

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

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

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

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

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

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

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

Human Sexuality Instruction

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;

- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Aim for Success https://www.aimforsuccess.org/

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

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

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

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

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

[See policy EHBK(LEGAL).]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 68 and policy EC(LEGAL).]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

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

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

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

Instructional Materials

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

- A parent may review his or her child's records. These records include:
- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 9, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;

- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

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

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

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

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

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

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

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

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

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

- When district officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include:
    - Board members and employees, such as the superintendent, administrators, and principals;
    - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);

- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

"Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 9.]

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

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

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

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

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

The address of the superintendent's office is 605 E. 7th Street Prosper, TX 75078.

The address of the principal's office are listed on the cover sheet by campus name.

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 71, and **Complaints and Concerns** on page 34.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available from the district website at www.prosper-isd.net.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers / Assignments

A parent may:

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

Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 30, and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

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

Student Use of a Service / Assistance Animal

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

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

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

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

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

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

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;

- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 37, **Course Credit** on page 37, and **A Student in Foster Care** on page 78 for more information.]

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 37, **Course Credit** on page 37, and **Homeless Students** on page 57 for more information.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are

available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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

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

Special Education Referrals

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

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

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

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

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

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Blair Hickey, Ph.D., LSSP at 469-219-2035.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Alexis Webb at 469-219-2024.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23.]

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 20 for more information.]

Section II:
Other Important Information for Parents and Students

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

Absences / Attendance

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

Compulsory Attendance

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 18.]

Secondary Grade Levels

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is the campus assistant principal. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

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

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

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

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day at 10:00 AM which is during the second instructional hour as required by state rule.

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

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by

the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

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

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

Upon returning to school, a student absent for more than *3* consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

Excused Absences
All absences are unexcused until a note signed by the parent/guardian is brought to school or an email is sent directly to the attendance clerk. If the note is not brought within one week, the absence will remain unexcused. The district accepts the following reasons for excusing students from school:

1. Illness of the student with a parent note should be brought within two days of the absence.
2. Medical or Dental appointments.
3. Sickness or death in the family.
4. Educational reasons approved by the School Board (ex. UIL, FFA, Extracurricular).
5. Observance of a religious holy day including travel. Clergy documentation is required.
6. Any extenuating circumstances excused by the campus principal.

The following will be considered extenuating circumstances:
a. Days of suspension.
b. Participation in court proceedings or child abuse/neglect cases.
c. A migrant student's late enrollment or early withdrawal.
d. Days missed as a runaway.
e. Completion of a competency-based program for at-risk students.
f. Late enrollment or early withdrawal for a student under the Texas Youth Commission.
g. Teen parent absences to care for child.
h. Participation in a substance abuse rehabilitation program.

Absences that do not fall within these guidelines may be marked unexcused. Students checked out from school early to attend dance classes, extracurricular lessons, club sport practices, etc. will count against perfect attendance and may be considered when filing truancy according to compulsory attendance laws.

Dental and medical appointments should be made after school hours if at all possible. A note from the doctor's office must verify appointments when a student misses any school time. Parents of Prosper ISD students are urged to reserve vacation trips for the designated holidays. An absence for a vacation will be considered unexcused and accumulated according to compulsory attendance laws.

Campuses will accept written excuses from parents not to exceed a total of five days within the school year. One note equals one day, but you do not need to send separate notes for each day of a consecutive absence. For example, a four-day illness without a medical note will be considered as four parent excused absences, but only one note needs to be sent in. After the five accepted written excuses, students will begin accumulating "excessive absences" and a parent note will no longer be accepted for consideration as an excused absence.

Absences that do not fall within these guidelines will be marked unexcused. A student is not automatically excused just because a parent writes a note for an absence.

[See policy FEC(LOCAL).]

Tardiness

Students are expected to be in class and ready to work when the tardy bell rings. Teachers are expected to close the door at the time the tardy bell rings. If a student is not in class when the tardy bell rings, the student must report to the office. All tardy passes will be administered by the front office. Once the tardy bell has rung, students may only enter class with a tardy pass.

Offense	**Action**
1st	Warning
2nd	Warning
3rd	Warning
4th	Detention
5th	Detention
5th-9th	Saturday School
10th	Truancy Court

Tardies will be counted per semester

Academic Dishonesty (Cheating)

Academic dishonesty, through means of cheating or plagiarism, is not acceptable. Cheating includes, but is not limited to: the copying (in any format), distributing (in any format), and/or receiving (in any format) of another student's work, homework, class work, assessments, test answers, and/or presenting someone else's work as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty or knowingly cooperating with someone who is engaging in

academic dishonesty will receive consequences at the discretion of the campus. Routine retakes will not be allowed as a result of academic dishonesty. Campus Administration reserves the right to assign consequences as deemed necessary.

Accountability under State and Federal Law (All Grade Levels)

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

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

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

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

Bullying (All Grade Levels)

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

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

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

messaging, a social media application, an internet website, or any other internet-based communication tool.

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by accessing the No Bully Zone at www.prosper-isd.net

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 18.]

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

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

[See **Safety Transfers/Assignments** on page 18, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 38, **Hazing** on page 52, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs many areas. Admission to these programs is based on factors included in the course catalog.

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

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

[See **Nondiscrimination Statement** on page 66 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Birthdays: Every child is special, and we know they enjoy celebrating their birthday. Please know that we will not be able to allow students to pass out birthday invitations or treats at school. You may, however, come and have lunch with your child on their special day at school if you choose to do so.

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

[See **Food Allergies** on page 55.]

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)

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

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

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 38.]

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

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

Reports of abuse or neglect may be made to:

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

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 73 for information related to student requests to revise their course schedule.]

Communications—Automated

Emergency

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

[See **Safety** on page 71 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 71 for information regarding 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 handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.prosper-isd.net A copy of the complaint forms may be obtained from the principal or on the district website at www.prosper-isd.net

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

Conduct
(All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

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

Deliveries

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

Disruptions of School Operations

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

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

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

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

Counseling

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

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

[See **Substance Abuse Prevention and Intervention** on page 79, **Suicide Awareness and Mental Health Support** on page 79, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 33.]

Course Credit (Secondary Grade Levels Only)

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

Credit by Examination *If a Student Has Taken the Course / Subject* (All Grade Levels)

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

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

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

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

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

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

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

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.prosper-isd.net [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct.

The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

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

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

DISCIPLINE AND BEHAVIORAL MANAGEMENT PLAN

Disciplinary Actions

- **Bus Suspension:** Failure to follow rules of conduct on school buses or at bus stops could result in loss of bus privileges. Bus suspensions are typically assigned in lengths of: 3 days, one week, one month, indefinite.
- **Detentions:** Detentions may be assigned for non-compliance of campus policies and tardies. Detentions will be held Tuesday, Wednesday, and Thursday from 7:15-8:00 or 3:30-4:30. Detentions will be assigned by assistant principals or principal.
- **Saturday School:** An administrator may assign a student to Saturday School from 8:00 AM to 12:00 PM for non-compliance of campus polices and tardies. Students are supervised in a silent study with a break provided.
- **In-School Suspension (ISS):** ISS is a classroom setting on campus where students complete assignments from their regular teachers under the supervision of the ISS teacher. Students are counted present and will receive full credit for their work if complete and turned in by assigned due date. ISS rules are issued to students upon assignment. Students who do not maintain acceptable behavior in the ISS room may earn additional days in ISS or be suspended from school. *If a student accumulates 10 or more days of in-school suspension (ISS) for any school infraction they are subject to being sent to the District Alternative School (DAEP) for persistent misbehavior.*
- **Out-of-School Suspension:** Students may be removed from district premises for a condition that temporarily threatens the student's welfare, other individual's welfare, of the efficient operation of the school for a designated time (3 day maximum). Suspended student may not be on any PISD campus or at any school event during the course of their suspension. Student on suspension will receive an excused absence.
- **District Alternative Education Program (DAEP):** DAEP is a temporary off-campus alternative placement. Students are assigned placement to complete assignments given from Prosper ISD teachers. Transportation is not provided. The minimum DAEP assignment is 30 days.

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 38.]

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and

alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 48.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

School Materials

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

The school newspaper and the yearbook are available to students.

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

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

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

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

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

From Others

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

The Assistant Superintendent has designated the school campus as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

Students must be in dress code upon entering the campus in the morning and remain in dress code throughout the day until the last bell rings to release students to go home. Students out of dress code will be reported to the office for a dress code violation. Warnings or quick fixes will NOT be allowed to prevent the violation from being recorded and processed.

1. Dress and/or grooming that causes a distraction as determined by the administration are not permitted.

2. The district prohibits pictures, emblems, or writing on clothing that is lewd, offensive, advertises or depicts tobacco products, alcoholic beverages, drugs, sexually related topics or anything that represents gang/secret society membership. In addition, the principal or designee may use judgment in prohibiting clothing that promotes hate, violence, and suggestive slogans as depicted in television or media.

3. See-through or sheer clothing is allowed when worn over a shirt that fully covers the midriff, doesn't show cleavage, and covers undergarments (tank tops or spaghetti straps are allowed if they follow these specifications). See through or sheer skirts must have a skirt or shorts underneath that is dress code length all the way around at all times.

4. Appropriate footwear must be worn at all times. House shoes are not permitted. All shoes will have hard, leather, or rubber soles.

5. Shirts (including t-shirts), blouses, tops, etc. must reach below the waistline all the way around when arms are extended to the side. Shirts are to be buttoned appropriately. Muscle shirts, halter tops, tube tops, and off the shoulder blouses are prohibited. Spaghetti Straps and tank tops are allowed ONLY in the parameters stated in #3 or ONLY when covered by a [sweater, jacket or shirt with sleeves] which must be worn at all times. Shirts and dresses must cover all areas of the back and sides below the shoulder blades. Students may not wear low neck blouses.

6. Appropriate undergarments must be worn at all times. Outer garments must cover undergarments at all times. (Sports bras are considered undergarments)

7. Pajamas, swimwear, blankets, and other clothing/shoes that are considered house-type wear are not permitted.

8. Pants, shorts, and skirts with unpatched holes, frays or tears above fingertip length (as measured by the index finger) are not permitted.

9. Dresses, shorts, skorts and skirts must be at or below fingertip length (as measured by the index finger) are all the way around all of the time. Spandex shorts, bicycle shorts, lace shorts, tights, and boxers may not be worn.

10. Leggings/Jeggings and yoga pants or any other form fitting athletic gear may ONLY be worn under shirts, skirts, shorts, or dresses that cover the back-side length all the way around. The leggings/jeggings/yoga pants may have no sheer or open component above fingertip length (as measured by the index finger) are.

11. All pants must be worn around the waist area. Students are not allowed to have pants "sag" below the waistline, nor are they allowed to wear large and baggy pants and shorts.

12. Trench Coats or other similar outerwear may not be worn while at school.

13. Hair shall be kept neat, clean and well groomed and not disrupt the learning environment. Mohawks of any type are not allowed.

14. Facial hair shall be kept neat, clean and well groomed and not disrupt the learning environment.

15. Hats, scarves, bandanas, and head wraps (any head covering) are not to be worn, seen, or possessed inside the building, except for special days designated by the principal. Hoods on hooded sweatshirts/hoodies must remain off the head at all times

16. No chains may be worn from the belt loop to the wallet or around the waist area. Boot spikes and spiked jewelry are not permitted.

17. Body piercing other than the ear is prohibited. A maximum of two earrings per ear may be worn. Gauges, tongue piercing, facial piercing, and body modification implements/jewelry are prohibited. SPECIAL NOTE: STUDENTS ARE NOT ALLOWED TO COVER PIERCINGS OF ANY KIND WITH BAND AIDS, TAPE, ETC. Clear spacers MAY be worn as an acceptable alternative.

18. Visible tattoos and ornamentation are prohibited.

19. Sunglasses, unless prescribed by a physician, are prohibited from being worn in the building.

***The administration may allow exceptions to the dress code on designated days.

***The administration reserves the right to judge whether any current fashion or fad is appropriate for school wear and to require any student to change his or her attire if it is not found acceptable. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

1st offense: Warning, Student must change clothes or RMS provides appropriate Eagle Attire.
2nd offense: Detention, Student must change clothes or RMS provides appropriate Eagle Attire.
3rd + offense: Saturday School, Student must change clothes or RMS provides appropriate Eagle Attire.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student may pick up the confiscated telecommunications device from the front office at the end of the day. The third time a device is confiscated, the device must be picked up by the parent from the front office.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 75 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 75 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 56 and **Standardized Testing** on page 77.]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 77, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-

course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 80.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at UIL Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- 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 receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Student Council, National Junior Honor Society, Drill Team, and Jr. Thespians.

Fees
(All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.

- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
    - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 80.]
    - A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
    - In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 38.]

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by

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

[See **Report Cards/Progress Reports and Conferences** on page 71 for additional information on grading guidelines.]

Prosper ISD Uses the following grading system:

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 or below

Grade Weight Categories:
Minor grades (Formative: class work, quiz, homework) -40% Major Grades (Summative: test, project) – 60%

Make up Work:
Students will be given a day for day on make-up work. If a student misses one day, they will have one day to make up the work. If a student misses three days, they will have three days to make up the work. This includes projects or assignments that were pre-assigned. If there is an extended absence, the teacher may work with the student to reduce assignments. The only exception for make-up work is the event of a test. If a test is pre-assigned, and the student misses a day before the test the student will still take the test on the assigned test day.
Block Schedule scenario If a student is ever absent on a Wednesday, make sure communication is given to come by the classroom on Thursday for their make-up work. If they miss Wednesday, the assignment will still be due Friday (and they will not have the class Thursday).

Type of assessment	
Daily work	Day for day
Homework	Day for day
Quiz	Day for day
Project	Day for day
Test	Due date remains the same

	Late Work	
	On Level	Pre-AP/ GT
1 day late	70*	70*
2 days late	50*	0
3 days late	0	

*Please note this is the highest grade possible. Missed content will need to be deducted from this grade.

Reteach/Retest:
Students who earn less than a 70 on an exam will have the opportunity to retest. In order to do so, they must attend a reteach/tutorial session with the teacher. Once that has been completed the student may retest for a maximum grade of a 70. The retest must be completed within a time frame dictated by the teacher and will occur outside of the normal class period.

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 38.]

Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 30 and policies FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

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

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

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

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

Bacterial Meningitis (All Grade Levels)

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

What is meningitis?

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

What are the symptoms?

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

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

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

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

You should seek prompt medical attention.

Where can you get more information?

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

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

[See **Immunization** on page 58 for more information.]

Food Allergies (All Grade Levels)

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

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

[See policy FFAF and **Celebrations** on page 32.]

Head Lice (All Grade Levels)

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

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

More information on head lice can be obtained from the DSHS website Managing Head Lice.

[See policy FFAA.]

Physical Activity Requirements

Junior High / Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held regular meetings. Additional information regarding the district's SHAC is available from the website at www.prosper-isd.net .

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 11 for additional information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

Prosper ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Assistant Superintendent. [See policies at CO and FFA.]

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact John Cockrell the district's designated asbestos coordinator, 469-219-2000.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Danny Roberts, the district's IPM coordinator, at 469-219-2000

Homeless Students (All Grade Levels)

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

For more information on services for homeless students, contact the district's homeless education liaison at 469-219-2000.

[See **Students Who Are Homeless** on page 20.]

Homework (All Grade Levels)

Research studies have consistently shown that the amount of time devoted to learning is related to achievement in a subject. Homework, therefore, is important in a student's overall success in his/her academic program. Time frames listed above are averages and not hard and fast time brackets that align closely with the National Standards. There may be nights in which your child has far less homework than mentioned above and may be nights when your child more. The key is to keep a close watch on excessive trends and report those concerns in collaboration with your child's teacher.

Homework is defined as work completed outside the classroom that is designed to:

- Reinforce or provide practice of skills/concepts addressed instructionally
- Extend skills and concepts
- Collect evidence of student understanding and application of what has been taught

The full Prosper ISD Homework Policy can be found on our district website at www.prosperisd.net.

Illness

[See **Student Illness** under **Health-Related Matters** on page 53.]

Immunization (All Grade Levels)

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to

the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

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

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

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation

officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the

learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

No students are allowed to leave campus during lunch without being accompanied by a parent and being checked out of school in the front office.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 26.]

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

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

DAEP Makeup Work

Elementary and Middle / Junior High School Grade Levels

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

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

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will

not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Medicine at School (All Grade Levels)

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

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

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

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

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

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

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

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

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed

health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

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

NO TOLERANCE POLICY

According to 21 U.S. Code § 802 The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of the Federal Code
{this includes most prescription medications}.
PISD policy requires that all medications prescribed to the student be turned in to the nurse's office upon arrival on campus as per the process explained below.
Prosper ISD has a no tolerance policy for students in possession of medication of any kind, including herbal supplements, vitamins, and all over the counter medications. All medications must be delivered and picked up by a parent or guardian. Students are not allowed to drop off or take home their medication(s) from the school clinic. All medications are to be stored in the nurse's office with the exception of prescribed medications for the treatment of asthma, Page **62** of **86**

anaphylaxis and diabetes. Please see the campus nurse if your child has one of these conditions. All other medications must be stored in the campus clinic in the original container clearly labeled with the student's name. Failure to store medication in the campus clinic or follow the above mentioned procedure may result in serious disciplinary action.
Medication Guidelines:
1. All medication must be stored in the clinic except in special circumstances for a student with asthma, diabetes or a life threatening allergy (See above no tolerance section). Special education classrooms will work one on one with campus nurse for medication procedures.

2. All prescription medication MUST be in the original container with pharmacy prescription label. No more than one month's supply of medication, in a prescription labeled bottle, shall be brought to the clinic at one time. ALL prescription medication will be counted and documented upon arrival to the clinic.

3. Over the counter medication MUST be in the original container with the student's name on the container. Over the counter medications may be left in the clinic during the entire school year with a parent's signature. We are unable to store any medication at the school during the summer and will dispose of all medication left in the clinic after the last day of school.

4. Over the counter medications will be given according to the label on the package unless otherwise directed by a physician.

5. Over the counter medications will not be given for more than 5 consecutive school days without a physician's signature.

6. PISD Medication Administration Form must be complete with parent's signature.

7. Medications are to be brought to the clinic by the parent or guardian. Only an adult may pick up medications from the clinic.

8. All prescription medication given over 10 days will REQUIRE a physician's signature.

9. No medication container may contain more than one (1) type of medication.

10. Medications prescribed or requested to be given three (3) times per day or less are not to be given at school unless the nurse determines that a special need exists.
Page 63 of 86

11. A student MAY NOT share medication with another student. Siblings MAY NOT share medication.

12. PISD registered nurses do not administer dietary or herbal supplements unless required by the individualized education program or Section 504 plan of a student with disabilities and accompanied with a written order from the healthcare provider licensed in Texas.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.
If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.
In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).

Psychotropic Drugs

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

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

Nondiscrimination Statement (All Grade Levels)

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Assistant Superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Assistant Superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000
- All other concerns regarding discrimination: See the superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 36.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 71.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 83.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal.]

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 56.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations / Health Screenings

Athletics Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

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

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings (All Grade Levels)

Students 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. [Also see policy FFAA.]

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** on page 12.]

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Elementary and Middle / Junior High Grade Levels

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

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

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

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

[See **Standardized Testing** on page 77.]

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

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

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

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 58.]

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 55.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 56 and **Standardized Testing** on page 77 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 60.]

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

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

At the end of the 4th week of a 9 week 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference.]

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

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

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

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 38.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.

- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: www.prosper-isd.net , @ProsperISD twitter and Prosper ISD Facebook page.

Please assume that school will be in session at all times. If a severe storm strikes the area, the decision to cancel school will be made as early as possible. All PISD families will be notified via School Messenger (emergency contact system). You will receive a phone call, e-mail and text message about school closing or delayed school start. It is imperative that all contact information is up to date in order to receive emergency notifications. In addition, the following sites will be notified. If these stations do not announce or you do not receive a School Messenger message that Prosper schools are closed, school will be open for that day.

- WBAP 820 AM
- KDFW TV Channel 4
- KXAS TV Channel 5
- WFAA TV Channel 8
- http://www.prosper-isd.net

If school is dismissed during the school day because of inclement weather, the School Messenger messaging system will be activated as described above. During the spring, there is a possibility of severe thunderstorms and tornadoes in this area. The children will be drilled on the proper procedures to follow should there be a tornado warning. To protect the children from possible danger and prevent panic, we ask that parents come to the school office for direction. If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community.

[See **Communications-Automated, Emergency** on page 34 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 77.]

Schedule Changes (Middle / Junior High and High School Grade Levels)

Students are expected to make informed and wise decisions during the course selection process. It is important that students and parents give careful consideration to selecting courses. The choices students make during course selection determine the Master Schedule of course offerings available. The Master Schedule, though never perfect, is designed to maximize student opportunities and minimize scheduling conflicts. Student schedules will not be changed to select different teachers or lunch periods. Once a class schedule is formulated, the student is expected to follow that schedule. There will be a deadline for changes in late spring shortly before the last day of instruction.

School Facilities

Use by Students Before and After School (All Grade Levels)

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

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways during Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program with the exception of middle school and high school campuses and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the Director of Food Services to apply for free or reduced-price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account

and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Library
(All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Students are expected to pay the replacement cost for any library materials damaged or lost while the materials are checked out to them.

Meetings of Noncurriculum-Related Groups
(Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips
(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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

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.

Searches in General
(All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors (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.

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 45 for more information.]

Drug Testing (Secondary Grade Levels Only)

[See **Steroids** on page 78.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 38.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact central administration at 469-219-2000.

Standardized Testing

Secondary Grade Levels

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page 69 for additional information.]

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** on page 56 for additional information.]

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact the Prosper ISD administrative office with any questions.

[See **Students in the Conservatorship of the State** on page 19 for more information.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce in various school events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 56 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Summer School (All Grade Levels)

Prosper ISD middle schools may require students to attend PISD summer school. Summer school is recommended for students who fail 1 or more core classes. Summer school is also used as an intervention for the Student Success Initiative for 8th grade students who do not pass the Reading or Math STAAR assessment.

Tardies (All Grade Levels)

Reporting late to class is considered an interruption to instructional time and thus should be avoided at all times. A tardy occurs when a student has not crossed the classroom door's threshold upon completion of the tardy bell sounding. Students have two school days from the day assigned in which to serve a tardy detention. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 18, **Bullying** on page 30, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 20, for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 75 for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Director of Transportation.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

Visitors to the School (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 first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus office for more information and to complete an application.

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)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications

or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR

EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix:
Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.prosper-isd.net. Below is the text of Prosper ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on October 23, 2017

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited
The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples- Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation
The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples-Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting
Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures
Student Report- To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another Page 73 of 75 student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or

other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report- Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format- A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report
When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported.

Prohibited Conduct
The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported. 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 the Report
The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation
Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. Page 74 of 75

District Action
Bullying- If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline- A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student

with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action- Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers- The principal or designee shall refer to FDB for transfer provisions.

Counseling- The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct- If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality- To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal
A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention
Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the Page 75 of 75 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.

Prosper ISD

Prosper High School Student Handbook

2019–2020 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 469-219-2000 or communications@prosper-isd.net.

Table of Contents

Prosper ISD Elementary Student Handbook 1

Preface 7

Accessibility 8

Section I: Parental Rights 9

Consent, Opt-Out, and Refusal Rights 9

Participation in Third-Party Surveys 11

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction 12

Right of Access to Student Records, Curriculum Materials, and District Records / Policies . 14

A Student with Exceptionalities or Special Circumstances 19

Section II: Other Important Information for Parents and Students 25

Absences / Attendance 25

Accountability under State and Federal Law (All Grade Levels) 31

Armed Services Vocational Aptitude Battery Test 33

Awards and Honors (All Grade Levels) 34

Bullying (All Grade Levels) 34

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only) 35

Celebrations (All Grade Levels) 36

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels) 36

Class Rank / Highest-Ranking Student (Secondary Grade Levels Only) 37

Class Schedules (Secondary Grade Levels Only) 38

College and University Admissions and Financial Aid (Secondary Grade Levels Only) 38

College Credit Courses (Secondary Grade Levels Only) 39

Communications—Automated 39

Complaints and Concerns (All Grade Levels) 40

Conduct (All Grade Levels) 40

Counseling 42

Course Credit (Secondary Grade Levels Only) 42

Credit by Examination *If a Student Has Taken the Course / Subject* (All Grade Levels) 42

Credit by Examination for Advancement / Acceleration *If a Student Has Not Taken the Course / Subject* 43

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) 44

Discrimination 47
Distance Learning 47
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels) 47
Dress and Grooming (All Grade Levels) 49
Electronic Devices and Technology Resources (All Grade Levels) 51
End-of-Course (EOC) Assessments 53
English Learners (All Grade Levels) 53
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) 54
Fees (All Grade Levels) 57
Fundraising (All Grade Levels) 58
Gang-Free Zones (All Grade Levels) 59
Gender-Based Harassment 59
Grade-Level Classification (Grades 9–12 Only) 59
Grading Guidelines (All Grade Levels) 59
Graduation (Secondary Grade Levels Only) 59
Harassment 64
Hazing (All Grade Levels) 64
Health-Related Matters 65
Homeless Students (All Grade Levels) 69
Homework (All Grade Levels) 69
Illness 70
Immunization (All Grade Levels) 71
Law Enforcement Agencies (All Grade Levels) 72
Leaving Campus (All Grade Levels) 74
Lost and Found (All Grade Levels) 75
Makeup Work 75
Medicine at School (All Grade Levels) 76
Nondiscrimination Statement (All Grade Levels) 79
Parent and Family Engagement (All Grade Levels) 79
Physical Examinations / Health Screenings 80
Pledges of Allegiance and a Minute of Silence (All Grade Levels) 81
Prayer (All Grade Levels) 81
Promotion and Retention 82

Release of Students from School 82
Report Cards / Progress Reports and Conferences (All Grade Levels) 83
Retaliation 83
Safety (All Grade Levels) 83
SAT, ACT, and Other Standardized Tests 85
Schedule Changes (Middle / Junior High and High School Grade Levels) 84
School Facilities 86
School-sponsored Field Trips (All Grade Levels) 88
Searches 88
Sexual Harassment 89
Special Programs (All Grade Levels) 89
Standardized Testing 89
Steroids (Secondary Grade Levels Only) 91
Students in Foster Care (All Grade Levels) 92
Student Speakers (All Grade Levels) 92
Substance Abuse Prevention and Intervention (All Grade Levels) 92
Suicide Awareness and Mental Health Support (All Grade Levels) 92
Summer School (All Grade Levels) 92
Tardies (All Grade Levels) 93
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) 93
Transfers (All Grade Levels) 94
Transportation (All Grade Levels) 95
Vandalism (All Grade Levels) 96
Video Cameras (All Grade Levels) 97
Visitors to the School (All Grade Levels) 97
Volunteers (All Grade Levels) 98
Voter Registration (Secondary Grade Levels Only) 98
Withdrawing from School (All Grade Levels) 98
Glossary 99
Appendix: Freedom from Bullying Policy 102
Student Welfare: Freedom from Bullying 101

Preface

Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Prosper High School Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term "parent" refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the *Prosper ISD* Student Code of Conduct. To review the Code of Conduct, visit the district's website at *www.prosper-isd.net*. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

For questions about the material in this handbook, please contact your campus.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 10 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 11 for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in [(the district administration office), and an unofficial electronic copy is available at www.prosper-isd.net].

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Prosper ISD administration at 469-219-2000.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,

- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

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; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her 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.

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: Review **Authorized Inspection and Use of Student Records** on page 15.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

A student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;

- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in or receive financial assistance under a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For more information, see policy EF(LEGAL).]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;

- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The PHS Curriculum used is called Aim for Success and focuses on Abstinence Education.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 81 and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.]

Right of Access to Student Records, Curriculum Materials, and District Records / Policies

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

- A parent may review his or her child's records. These records include:
- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 10, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;

- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When district officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include:
    - Board members and employees, such as the superintendent, administrators, and principals;
    - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);

- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

"Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 10.]

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

The address of the superintendent's office is 605 E. 7th Street Prosper, TX 75078.

The address of the principal's office are listed on the cover sheet by campus name.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 83, and **Complaints and Concerns** on page 40.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available from the district website at www.prosper-isd.net.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL).]

Safety Transfers / Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 34, and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;

- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 43, **Course Credit** on page 42, and **A Student in Foster Care** on page 92 for more information.]

A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a homeless student to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a homeless student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[See **Credit by Examination for Advancement/Acceleration** on page 43, **Course Credit** on page 42, and **Homeless Students** on page 70 for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are

available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process.*

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Blair Hickey, Ph.D., LSSP at 469-219-2035.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Alexis Webb at 469-219-2024.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 24.]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See policy FB.]

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 21 for more information.]

Section II:
Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the campus principal.

Absences / Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

If the student has a doctor's appointment that occurs during the student's school day and the student returns to school the same day, please follow these procedures.

1. The parent/guardian should contact the attendance office on the morning of the appointment to inform office that the student will need to leave campus at a particular time. The office will send for the student to come to the office and sign out at the appropriate time. **Do not call or text the student and have them leave without going to the office.**

2. The student will bring an excused note from the doctor to the Attendance Clerk upon returning to school.

3. The Receptionist will sign the student back into school and will provide a pass to class.

4. If the student does not return the same day, an excused note from the doctor should be brought on the day the student returns to school.

Important:

- In order to best ensure the safety and security of our students, students will ONLY be checked out by those listed in skyward and approved to check the student out. This may happen one of two ways:
    - o The approved adult may come to the office with appropriate ID; or
    - o The approved adult may send an email from the email address listed in skyward for the authorized adult to phsadministrativeattendance@prosper-isd.net.

• Students may not leave the campus early at any time for any reason without checking out in the main office. Students leaving early or through improper check-out are subject to disciplinary action.

• Once a student checks out of school, he/she must leave the PHS campus and not return to campus until ready to check back in and then at that time he/she is to report directly to the office then go straight to class.

Compulsory Attendance

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 19.]

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the campus assistant principal. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

The actual number of days a student must be in attendance to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:00 AM which is during the second instructional hour as required by state rule.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by

the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness (All Grade Levels)

Upon returning to school, a student absent for more than *3* consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Academic Dishonesty (Cheating)

Academic dishonesty, through means of cheating or plagiarism, is not acceptable. Cheating includes, but is not limited to, the copying or receiving of another student's work, homework, class work, test answers, etc. and presenting as one's own. Copying (in any format) and distributing (in any format) test information is also considered cheating. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author.

A student found to have engaged in academic dishonesty or knowingly cooperating with someone who is engaging in academic dishonesty will receive consequences as follows:
*Formative (Daily) - a zero (0) for that work and attend tutorials to ensure that the student has mastery of the content on which the student cheated.

**Summative (Major) - the student may retake/redo the assessment for a maximum grade of a Fifty (50) on the summative assessment with the points deducted from 50 on a percentage Prosper High School Student Handbook Page 28 of 97 basis (e.g. 80% on the retake equals a grade of 40 on the assessment). Students will first need to attend tutoring with the teacher to close any gaps in learning that may have precipitated the cheating incident. Routine retakes will not be allowed for failing grades as a result of academic dishonesty.
***If (as part of the student's actions) he/she took pictures of a test and/or answer document(s) and distributed that material, the student will also receive disciplinary consequences in addition to the consequence received on the assignment.
***Any student who receives a copy of a test and/or answer document(s) shall immediately report it to the Assistant Principal's office and then delete it. Any student found in possession of test(s) and/or answer document(s) in any format will receive disciplinary consequences for not immediately reporting or deleting it, even if there is no evidence that it was used.
****Administration reserves the right to assign additional or alternate consequences as deemed necessary.

Accountability under State and Federal Law (All Grade Levels)

Prosper ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district's website at www.prosper-isd.net . Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

After School Policy

Students are not allowed in the building after 4:15 p.m. unless they are involved with an extracurricular activity or tutoring with a teacher. Students found in the building after designated times for any reason (unless approved by an administrator or teacher) are subject to office discipline determined by a campus administrator.

Automobiles on Campus

Parking permits are required by Prosper High School for any student to park in the Prosper High School Parking lot or to park in any location of Prosper ISD during the school day. The cost of a parking permit is $50.00 (non-refundable) for the school year. ** Please Note: There will be NO Prosper High School Student Handbook Page 29 of 97 assigned parking spaces. Parking will be on a first come first serve basis. Violations will result in a ticket. As per the ticket, the student must appear in the Assistant Principal's office within 24 hours to sign up for a detention and get a parking permit. Continued failure to park without a parking permit or failure to appear after receiving a ticket will result in further disciplinary consequences. A student must present a valid driver's license at the time of purchase of a parking permit. The permit must be displayed at all times in the student's vehicle. Unauthorized vehicles that are on school property may be towed at the owner's expense.

Vehicles parked or driven on school property are under the jurisdiction of the school and students driving and/or parking on campus are subject to random drug screening by PISD. The school may search any vehicle any time there is reasonable cause to do so. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others.

Rules that apply to students who wish to drive vehicles on PISD properties:

1. A student must have parental permission (regardless of the student's age) to drive a vehicle to school.
2. The student driver must have a valid driver's license and have auto insurance.
3. The only vehicles allowed on PISD property must be registered and inspected.
4. A student must purchase a valid "Parking Permit" and display this parking permit at all times in the vehicle.
5. Students are expected to drive safely and in an appropriate manner following all speed limits.
6. Students may park only in the student parking lot.
7. Students are required to obey all posted traffic signs in the parking lot.
8. All students are to exit their vehicle immediately upon arrival at school and they must exit the parking lot immediately following school.
9. Students may not go to the parking lot during lunch or during class for any reason without administrator approval. This rule applies from 8:20 a.m. – 3:55 p.m.
10. Any student found sitting in cars or loitering in the parking lot will be subject to disciplinary action.
11. Student drivers are not allowed to take any student who does not have permission to leave campus with them off campus.
12. Students are not allowed to have items in their vehicles that are prohibited by the school or by law.
13. Students cannot park trailers in the school parking lots.

Parking Violation Consequences: Students who violate these rules are subject to
1) Receiving School Discipline.
2) Having their on-campus driving privileges suspended for a period of time.
3) Having their on-campus driving privileges terminated. PARKING VIOLATIONS FOR PARKING IN WRONG LOTS

Students found parking in the wrong lots may receive a ticket. The student shall report to the Assistant Principal's office within two days of receiving the ticket. Consequences for parking in the wrong lot will be:
1st violation - $25 fine
2nd violation - $25 fine
3rd violation the following violations- $25 fine and ISS

Parking privileges may be revoked for certain disciplinary offenses including but not limited to drug and alcohol offenses and failure to pass random drug testing.

Operation of Automobiles on Campus

Students are expected to operate vehicles on campus in a safe manner and obey all traffic laws and posted signs. The following types of behaviors on campus are also prohibited and may result in a citation and/or school disciplinary action.

• Fast starts or rapid acceleration ("Jack Rabbit" starts). • Squealing of tires from starting position or when cornering.
• Excessive noise, loud exhaust, revving engines.
• Any stereo or vocal amplification that can be heard from 100 feet away or from inside the building.
• Any driving conduct that may be considered dangerous by safety and/or community standards.
• Failure to yield to pedestrians.
Violation Consequences: Students who violate these rules are subject to
1) Receiving school discipline.
2) Having their on-campus driving privileges suspended for a period of time.
3) Having their on-campus driving privileges terminated.

When speeding is the violation:
Level 1 (1-10 mph over the posted 15 mph speed limit)
1st offense: Office Detention
2nd offense: Office Detention
3rd offense: Friday Night Reflection or Saturday School and a warning ticket
4th offense: Friday Night Reflection or Saturday School and a warning ticket
5th offense and beyond: ISS and a ticket for city court

Level 2 (over 10mph over the posted 15 mph speed limit)
1st offense: Friday Night Reflection or Saturday School and a warning ticket
2nd offense and beyond: ISS and a ticket for city court OFFICERS HAVE DISCRETION ON SAFETY VIOLATIONS AS NEEDED IN ORDER TO PROTECT THE SAFETY OF ALL WHILE ON CAMPUS.

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Please contact the a campus counselor or principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Prosper High School hosts awards ceremonies to honor high achieving academic students. These dates are available on the campus calendar. Various teams and organizations also host banquets and/or awards ceremonies to recognize student achievement.

Bullying (All Grade Levels)

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by accessing the No Bully Zone at www.prosper-isd.net

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 19.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments** on page 19, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44, **Hazing** on page 64, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in many areas. Admission to these programs is based on multiple factors included in the PHS course catalog.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. Prosper High School Student Handbook Page 33 of 97 [See Nondiscrimination Statement for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 79 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 67.]

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.prosper-isd.net As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to

prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 44.]

The following websites might help you become more aware of child abuse and neglect:

- Child Welfare Information Gateway Factsheet (pdf)
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)

Information for class ranking is provided in the Prosper High School Course Catalog which can be accessed at: http://prosper-isd.net/Page/17134.

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

[See **Schedule Changes** on page **Error! Bookmark not defined.** for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 37 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 60 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 20 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Collin College or LeTourneau Univserity, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** on page 83 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 83 for information regarding 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 handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.prosper-isd.net A copy of the complaint forms may be obtained from the principal or on the district website at www.prosper-isd.net

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a

point of contact for student misconduct. The campus behavior coordinator at each district campus is the assistant principal.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

Academic Counseling

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact their campus counselor specifically for their individual needs. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** on page 92, **Suicide Awareness and Mental Health Support** on page 92, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 36.]

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit by Examination *If a Student Has Taken the Course / Subject* (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be

permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement / Acceleration
If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2019–20 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.prosper-isd.net [See policy FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school

counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Detention

Detention is a before or after school detainment for students who have conduct or attendance problems in school. Detention is held in a designated classroom each school day from 7:45 to 8:15 a.m. & 4:00-4:30 p.m. Students are to bring school materials to work on in the room. Neither food nor drink are allowed in detention. Students who are assigned a detention must serve the detention within 48 hours of receiving the detention unless alternate arrangements

are made with an administrator. Failure to attend detention hall will result in further disciplinary action.

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 54.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the Principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the school counselor.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

The school newspaper, Eagle Nation Online and the yearbook are available to students.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated the school office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG(LOCAL) for student complaint procedures.]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Assistant Superintendent for prior review. The Assistant Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

The Assistant Superintendent has designated the school campus as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Students must be in dress code upon entering the campus in the morning and remain in dress code throughout the day until the last bell rings to release students to go home. Students out of dress code will be reported to the office for a dress code violation. Warnings or quick fixes will NOT be allowed to prevent the violation from being recorded and processed.

1. Dress and/or grooming that causes a distraction as determined by the administration are not permitted.

2. The district prohibits pictures, emblems, or writing on clothing that is lewd, offensive, advertises or depicts tobacco products, alcoholic beverages, drugs, sexually related topics or anything that represents gang/secret society membership. In addition, the principal or designee may use judgment in prohibiting clothing that promotes hate, violence, and suggestive slogans as depicted in television or media.

3. See-through or sheer clothing is allowed when worn over a shirt that fully covers the midriff, doesn't show cleavage, and covers undergarments (tank tops or spaghetti straps are allowed if they follow these specifications). See through or sheer skirts must have a skirt or shorts underneath that is dress code length all the way around at all times.

4. Appropriate footwear must be worn at all times. House shoes are not permitted. All shoes will have hard, leather, or rubber soles.

5. Shirts (including t-shirts), blouses, tops, etc. must reach below the waistline all the way around when arms are extended to the side. Shirts are to be buttoned appropriately. Muscle shirts, halter tops, tube tops, and off the shoulder blouses are prohibited. Spaghetti Straps and tank tops are allowed ONLY in the parameters stated in #3 or ONLY when covered by a [sweater, jacket or shirt with sleeves] which must be worn at all times. Shirts and dresses must cover all areas of the back and sides below the shoulder blades. Students may not wear low neck blouses.

6. Appropriate undergarments must be worn at all times. Outer garments must cover undergarments at all times. (Sports bras are considered undergarments)

7. Pajamas, swimwear, blankets, and other clothing/shoes that are considered house-type wear are not permitted.

8. Pants, shorts, and skirts with unpatched holes, frays or tears above fingertip length (as measured by the index finger) are not permitted.

9. Dresses, shorts, skorts and skirts must be at or below fingertip length (as measured by the index finger) are all the way around all of the time. Spandex shorts, bicycle shorts, lace shorts, tights, and boxers may not be worn.

10. Leggings/Jeggings and yoga pants or any other form fitting athletic gear may ONLY be worn under shirts, skirts, shorts, or dresses that cover the back-side length all the way around. The leggings/jeggings/yoga pants may have no sheer or open component above fingertip length (as measured by the index finger) are.

11. All pants must be worn around the waist area. Students are not allowed to have pants "sag" below the waistline, nor are they allowed to wear large and baggy pants and shorts.

12. Trench Coats or other similar outerwear may not be worn while at school.

13. Hair shall be kept neat, clean and well groomed and not disrupt the learning environment. Mohawks of any type are not allowed.

14. Facial hair shall be kept neat, clean and well groomed and not disrupt the learning environment.

15. Hats, scarves, bandanas, and head wraps (any head covering) are not to be worn, seen, or possessed inside the building, except for special days designated by the principal. Hoods on hooded sweatshirts/hoodies must remain off the head at all times

16. No chains may be worn from the belt loop to the wallet or around the waist area. Boot spikes and spiked jewelry are not permitted.

17. Body piercing other than the ear is prohibited. A maximum of two earrings per ear may be worn. Gauges, tongue piercing, facial piercing, and body modification implements/jewelry are prohibited. SPECIAL NOTE: STUDENTS ARE NOT ALLOWED TO COVER PIERCINGS OF ANY KIND WITH BAND AIDS, TAPE, ETC. Clear spacers MAY be worn as an acceptable alternative.

18. Visible tattoos and ornamentation are prohibited.

19. Sunglasses, unless prescribed by a physician, are prohibited from being worn in the building.

***The administration may allow exceptions to the dress code on designated days.

***The administration reserves the right to judge whether any current fashion or fad is appropriate for school wear and to require any student to change his or her attire if it is not found acceptable. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary

action in accordance with the Student Code of Conduct. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a

parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Drugs and Alcohol

A student must be placed in a DAEP if the student:

• ***Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug [including a "legal" intoxicant that does or is created to alter the state of mind of the taker] in an amount not constituting a felony offense.
• Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense.
• Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
Special Note: Please see Prosper High School Student Code of Conduct for more information. Prosper High School Student Handbook Page 47 of 97 ***According to 21 U.S. Code § 802 The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of the Federal Code **{this includes most all prescription medications}.**

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student may pick up the confiscated telecommunications device from the front office at the end of the day. The third time a device is confiscated, the device must be picked up by the parent from the front office.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 88 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 88 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to

complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child "Before You Text" Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** on page 60 and **Standardized Testing** on page 90.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 90, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 95.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at UIL Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- 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 receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Extra-curricular, Co-curricular and Driving Drug Testing Policy

EXTRACURRICULAR ACTIVITIES DEFINED

Extracurricular activities are school-sponsored activities that are not directly related to some areas of the curriculum. They offer worthwhile and significant contributions to a student's personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right, and students must meet specific requirements in order to participate. Activities may include, but are not limited to performances, contest, demonstrations, displays, and club activities.

CO-CURRICULAR ACTIVITIES DEFINED

Co-curricular activities are school-sponsored activities that are related to some areas of the curriculum. They offer worthwhile and significant contributions to a student's personal, physical, and social development. Participation in extracurricular activities is a privilege and not a right, and students must meet specific requirements in order to participate. Activities may Prosper High School Student Handbook Page 51 of 97 include, but are not limited to performances, contest, demonstrations, displays, and club activities.

REQUIRED TESTING

It is the opinion of the Prosper ISD Board of Trustees that for the safety and well-being of all students, it is the district's obligation to ensure to the extent possible, that participants in extracurricular activities, co-curricular activities and students driving on campus are drug and/or alcohol free.

APPLICABILITY

These testing requirements apply to every Prosper ISD student in grades 7- 12 who participates in any extracurricular or co-curricular activity sponsored by Prosper ISD or who drive onto campus. Any PISD student in grades 7-12 may volunteer to participate in the drug/alcohol testing program. Coaches, teachers, and sponsors may volunteer to be tested. Students not declaring their intention to participate in an activity prior to the school year beginning will be

entered into the random pool prior to entering the activity or when they begin driving onto campus.

TESTING PROCEDURES

Testing will be done in accordance with accepted practices and procedures as established by the testing laboratory affiliated with the school district. The testing parameters will be set at industry accepted standards as defined by the National Institute for Drug Abuse. The district reserves the right to test for the following substances: alcohol, amphetamines, barbiturates, benzodiazepines, cocaine metabolite, marijuana, methadone, opiates, phencyclidine, propoxyphene, hallucinogens, steroids and all other illegal or addictive drugs.

REQUIRED PERSMISSION

In order for a student to participate in any extracurricular, co-curricular or UIL competition or drive onto campus, the parent or legal guardian must sign a permission form that allows for the student to be tested for drugs/alcohol. The permission form allows the school district to administer the test without further parent contact prior to testing. If the student is of legal age, then he or she must sign the permission form that allows for the student to be tested for drugs/alcohol. Students who volunteer to be tested must also have the permission forms signed.

CONSEQUENCES

A positive test will result in the following: (1) Notification to parents/student and Designated administrator. (2) Required conference with parent/guardian. (3) Referral for substance abuse counseling. (4) Retest with each random testing group for one calendar year.

The second positive test will result in the following: (1) Suspension from extracurricular activities, co-curricular activities, and/or driving on campus for thirty calendar days. (2) Required conference with parent/guardian. (3) Referral for substance abuse counseling. (4) Retest with each random testing group for one calendar year. (5) Retest at the end of the suspension and before rejoining any extracurricular activity.

The third positive test will result in the following: (1) Suspension from extracurricular activities, co-curricular activities, and/or driving on campus for one calendar year. (2) Required conference with parent/guardian. (3) Referral for substance abuse counseling. (4) Retest at the end of the suspension and before rejoining any activity or driving on campus.

The positive test during the last six weeks of a school year will result in a continuation of the suspension into the first six weeks of the following school year. If a student refuses to participate in a drug test after signing the consent form, the refusal will count as a positive test.

PROCEDURES

All Prosper High School students participating in extracurricular activities, co-curricular activities, and those students driving on campus will be randomly tested throughout the school year. All student numbers will be placed into a random testing group for periodic random testing. Parents have the option at the parent’s expense to have the collection process performed by their personal physician. Random testing must be performed within four (4)

hours of the child's notification. Specimens collected by the personal physician shall be tested by the same testing company as all other specimens of the school district. The testing results shall be sent directly to PISD. All safeguards used and required by the testing company shall be used by the physician collecting the samples. Failure to collect said sample under the above conditions shall constitute a positive test. Student privacy will be protected to the maximum extent possible. Records of test results shall be kept confidential, and provided only to district administrators and personnel responsible for administering the program. Records may be released to treatment facilities upon written request of parents/guardians. The contracted laboratory will notify the designated administrator of the results. The principal or designee will notify the administrator that is charged with administering the consequences described in the policy if there is a second positive test.

Fees
(All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
    - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 95.]

- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policy FP.]

Fighting

Fighting is a severe, disruptive activity and is prohibited. Fighting, except in extreme cases, is thought to be a two (2) party offense with the penalty assessed as such. If a fight has origins of gangs, racial, or premeditation, the punishment can be more severe.

First Offense for participating in a fight:
- ISS placement for 3 days and Suspended for 3 days.
- Possible Citation for Disorderly Conduct;
- Possible Loss of Privileges.

Second Offense for participating in a fight:
- ISS placement for 3 days and Suspended for 3 days.
- At minimum a citation for Disorderly Conduct;
- Loss of Privileges.

Third Offense for participating in a fight:
- Suspension up to three days;
- Placement in DAEP for a minimum of 45 days;
- At minimum a citation for Disorderly Conduct;

Friday Night Reflection

Students who have missed after school detention or students with more than four (4) tardies, or students who are “making up” time because of absences will be assigned to attend this after school detention. Friday Night Reflection is from 4:00-7:00 pm each Friday. Students missing Friday Night reflection are considered for major discipline including ISS and OSS.

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

[See **Report Cards/Progress Reports and Conferences** on page 83 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:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 90 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term

"distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 62.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's 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 state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	4	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	4	6
Total	**22 credits**	**26 credits**

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit.

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion may be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 92.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 57.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Hazing (All Grade Levels)

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 34 and policies FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention (CDC), particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 71 for more information.]

Food Allergies (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.prosper-isd.net

[See policy FFAF and **Celebrations** on page 36.]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether

the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website Managing Head Lice.

[See policy FFAA.]

Physical Activity Requirements

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held regular meetings. Additional information regarding the district's SHAC is available from the District Nurse.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 12 for additional information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

Prosper ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district's wellness policy and plan.

Ot-her Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus

principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, ecigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

First Offense for possession or use:
- ISS placement for 4 days;
- Police Citation

Second Offense possession or use:
- ISS placement for 6 days;
- Police Citation
- Possible Loss of Privileges.

Third Offense for possession or use:
- Suspension up to three days;
- Placement in DAEP for a minimum of 30 days;
- Police Citation

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Assistant Superintendent. [See policies at CO and FFA.]

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact John Cockrell the district's designated asbestos coordinator, 469-219-2000.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to

manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Danny Roberts, the district's IPM coordinator, at 469-219-2000

Homeless Students (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison.

[See **Students Who Are Homeless** on page 21.]

Homework (All Grade Levels)

The full Prosper ISD Homework Policy can be found on our district website at www.prosperisd.net. For quick reference, our teachers are committed to adhering to the current research and best practices regarding homework and therefore, consider the following guidelines when planning homework assignments:

Research studies have consistently shown that the amount of time devoted to learning is related to achievement in a subject. Homework, therefore, is important in a student's overall success in his/her academic program. Time frames listed above are averages and not hard and fast time brackets that align closely with the National Standards. There may be nights in which your child has far less homework than mentioned above and may be nights when your child more. The key is to keep a close watch on excessive trends and report those concerns in collaboration with your child's teacher.

Homework is defined as work completed outside the classroom that is designed to:

- Reinforce or provide practice of skills/concepts addressed instructionally
- Extend skills and concepts
- Collect evidence of student understanding and application of what has been taught

Illness

[See **Student Illness** under **Health-Related Matters** on page 65.]

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website: Texas School & Child Care Facility Immunization Requirements.]

Inappropriate Language

The use of inappropriate language is not acceptable for Prosper ISD students anytime or any place during the school day or at school sponsored activities. Students using language considered cussing, vulgar, racial slurs or just inappropriate slang will be disciplined up to or including placement in DAEP. Any student with multiple discipline offenses will be subject to more severe disciplinary action.

In School Suspension

Students may be assigned to in-school suspension (ISS) for discipline problems. When students are placed in ISS, they will not be allowed to participate in extracurricular activities until the end of the day on their exit date. Students are allowed to practice while in ISS. The hours for ISS are the time in which the first tardy bell of the day rings until the last bell of the day to release students rings. The students' lessons from their classes are brought to the room for them to

complete. The student is allowed one restroom break at about 10:00 a.m. and one at about 2:00 p.m. Students will be provided a special lunch from the cafeteria if they choose not to bring their own plain brown bag lunch. No other food or drink is permitted**. Students who fail to follow the ISS rules will be assigned additional days, may be suspended and may be placed in DAEP.** The student will be given a date to report to ISS for a period of 1 to 10 days. The administrator has the option to directly assign the student directly to ISS if necessary.

ISS RULES:

1. No Talking at any time to other students in ISS.
   2. You are never to sit and do nothing. Stay busy the entire day.
   3. You will have one supervised restroom break in the morning and the afternoon.
   4. No eating or drinking in the ISS room other than at lunch time.
   5. Students must follow all instructions and cooperate with the ISS instructor.
   6. Never sleep or lay your head down on the desk.
   7. Raise your hand without talking and the ISS instructor will come to your desk if you have questions.
   8. When you have permission to speak, always whisper to the ISS instructor.
   9. Do not touch or lean against sides of cubicles.
   10. Do not write on desk, walls, or cubicles.
   11. Do not mumble, sing, blurt out, or make any noises that are distracting.
   12. Stay focused on your work and not on other people/activity in the room.
   13. When finished with all assignments, ask ISS instructor for more assignments.
   14. Students in ISS will be provided a basic school lunch (condiments will not be served.) Milk or water will be the beverage of choice. Students wishing to bring a lunch or drink from home may bring a basic sack lunch (no food deliveries or food requiring heating will be allowed). A maximum of fifteen (15) minutes will be given for lunch. Students who finish with lunch early must return to work.
   15. Students must obey command of “ISS Attention” at any time given by the instructor.

   Students who break the ISS rules may be given extra days or suspended from school.

Insubordination Toward a PISD Employee

Students are required to respond in an appropriate manner to any command or directive given by any Prosper ISD employee. Failure to do so may result in disciplinary action up to and including DAEP (Discipline Alternative Education Program).

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Prosper High School is a closed campus. Student are NOT allowed to leave campus during lunch.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the

state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 28.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) Makeup Work (All Grade Levels)

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Medicine at School (All Grade Levels)

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

NO Tolerance Policy

According to 21 U.S. Code § 802 The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of the Federal Code {this includes most prescription medications}.

PISD policy requires that all medications prescribed to the student be turned in to the nurse's office upon arrival on campus as per the process explained below.

Any student found in possession of their prescribed medication at school or at a school sponsored event on or off campus may receive disciplinary action up to and including DAEP.

Possession or use of any controlled substances not expressly prescribed to the student and/or the distribution of any controlled substances to anyone at school or at a school sponsored event on or off campus will result in MANDATORY DAEP PLACEMENT.

Prosper ISD has a no tolerance policy for students in possession of medication of any kind, ***including herbal supplements, vitamins, and all over the counter medications***. All medications must be delivered and picked up by a parent or guardian. Students are not allowed to drop off or take home their medication(s) from the school clinic. All medications are to be stored in the nurse's office with the exception of prescribed medications for the treatment of asthma, anaphylaxis and diabetes. Please see the campus nurse if your child has one of these conditions.

All other medications must be stored in the campus clinic in the original container clearly labeled with the student's name. Failure to store medication in the campus clinic or follow the above mentioned procedure may result in serious disciplinary action.

Medication Guidelines:

1. All medication must be stored in the clinic except in special circumstances for a student with asthma, diabetes or a life threatening allergy (See above no tolerance section). Special education classrooms will work one on one with campus nurse for medication procedures.

2. All prescription medication MUST be in the original container with pharmacy prescription label. No more than one month's supply of medication, in a prescription labeled bottle, shall be brought to the clinic at one time. ALL prescription medication will be counted and documented upon arrival to the clinic.

3. Over the counter medication MUST be in the original container with the student's name on the container. Over the counter medications may be left in the clinic during the entire school year with a parent's signature. We are unable to store any medication at the school during the summer and will dispose of all medication left in the clinic after the last day of school.

4. Over the counter medications will be given according to the label on the package unless otherwise directed by a physician.

5. Over the counter medications will not be given for more than 5 consecutive school days without a physician's signature. Prosper High School Student Handbook Page 73 of 97

6. PISD Medication Administration Form must be complete with parent's signature.

7. Medications are to be brought to the clinic by the parent or guardian. Only an adult may pick up medications from the clinic.

8. All prescription medication given over 10 days will REQUIRE a physician's signature.

9. No medication container may contain more than one (1) type of medication.

10. Medications prescribed or requested to be given three (3) times per day or less are not to be given at school unless the nurse determines that a special need exists.

11. A student MAY NOT share medication with another student. Siblings MAY NOT share medication.

PISD registered nurses do not administer dietary or herbal supplements.

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Prosper ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Assistant Superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Assistant Superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000
- All other concerns regarding discrimination: See the superintendent, 605 E. 7th Street Prosper, TX, 469-219-2000

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (All Grade Levels)

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 42.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 83.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 98.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 68.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations / Health Screenings

Athletics Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized

under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required to be submitted annually to the district.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings (All Grade Levels)

Students 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. [Also see policy FFAA.]

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** on page 13.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer (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 instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 59.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 60 and **Standardized Testing** on page 90 for more information about EOC assessments.]

Public Display of Affection

Students are not to engage in any public displays of affection (PDA) including, but not limited to, embracing and kissing at school or at school related events on or off campus. Violation may result in disciplinary action.

Release of Students from School

[See **Leaving Campus** on page 74.]

Report Cards / Progress Reports and Conferences (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 9 weeks.

At the end of the 4th week of a 9 week 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and Grading Guidelines.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: www.prosper-isd.net , @ProsperISD twitter and Prosper ISD Facebook page.

Please assume that school will be in session at all times. If a severe storm strikes the area, the decision to cancel school will be made as early as possible. All PISD families will be notified via School Messenger (emergency contact system). You will receive a phone call, e-mail and text message about school closing or delayed school start. It is imperative that all contact information is up to date in order to receive emergency notifications. In addition, the following

sites will be notified. If these stations do not announce or you do not receive a School Messenger message that Prosper schools are closed, school will be open for that day.

- WBAP 820 AM
- KDFW TV Channel 4
- KXAS TV Channel 5
- WFAA TV Channel 8
- http://www.prosper-isd.net

If school is dismissed during the school day because of inclement weather, the School Messenger messaging system will be activated as described above. During the spring, there is a possibility of severe thunderstorms and tornadoes in this area. The children will be drilled on the proper procedures to follow should there be a tornado warning. To protect the children from possible danger and prevent panic, we ask that parents come to the school office for direction. If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community.

[See **Communications-Automated, Emergency** on page 39 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 90.]

Saturday School

Saturday School is detainment assigned by the school administration for students who have conduct or attendance problems in school. Students will report to the main entrance of the high school between 7:50 and 8:00 am. The supervising teacher will admit them into the building between 7:55 and 8:00am and supervise them until their release at 11:00am.

- Students may complete homework, study, or read school appropriate materials.
- Electronic devices are not permitted.
- No food or drink.

Failure to attend an assigned SS will result in further disciplinary actions.

Schedule Changes

Master Schedule

PHS develops the Master Schedule for the following year based on the course requests students make in the spring. Teacher course assignments, classroom placement, and hiring of appropriately certified staff is based on course requests. PHS offers more courses in this catalog than those that will actually “make” as a way to gauge student interest in new and innovative courses. In order for a course to be offered, at least ten students must request the course.

Schedule Changes

Students are expected to make informed and wise decisions during the course selection process. It is important that students and parents give careful consideration to selecting courses. The choices students make during course selection determine the Master Schedule of course offerings available. The Master Schedule, though never perfect, is designed to maximize

student opportunities and minimize scheduling conflicts. Student schedules will not be changed to select different teachers or lunch periods. Once a class schedule is formulated, the student is expected to follow that schedule. There will be a deadline for changes in late spring shortly before the last day of instruction.

Guidelines for changes after the Add/Drop date
During the first week of school, schedule changes will only be granted for the following reasons:

- A student is in a class for which he/she has already received credit
- A student needs to be moved to balance classes
- A student's schedule has the same course listed twice or is missing a class

To ensure that students allow sufficient time to become acclimated to the classes and what the PreAP and AP curriculum can offer, Prosper High School expects that any student who enrolls in a Pre AP or AP class will remain in the course for the entire first six-weeks' of the nine weeks grading cycle . At the end of the first six-weeks, students may request a schedule change. Students and parents must schedule a parent/teacher/student conference for a schedule change to occur. The student must request a schedule change by the designated change date communicated to parents and students. The grade the student earned in the first six-weeks will be transferred to the newly scheduled academic level class with a 10 point addition to the current grade, not to exceed 100. The student and his or her parent/legal guardian must confer with the teacher and counselor prior to withdrawing from a Pre AP or AP class at the six week grading period or semester.

NO ELECTIVE CHANGES WILL BE MADE DURING THE SCHOOL YEAR.

Unnecessary changes compromise the master schedule. Such changes cause teachers and resources to be ineffectively utilized.

- Students may request PROGRAM changes. Examples of Programs are Athletics, Band, and Choir. In this case, the students are required to obtain signatures from the Director of the program and submit it to the counselor.

School Facilities

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Cafeteria Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the Director of Food Services to apply for free or reduced-price meal services.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Students are

expected to pay the replacement cost for any library materials damaged or lost while the materials are checked out to them.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips (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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

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.

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors (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.

Vehicles on Campus

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 51 for more information.]

Drug Testing (Secondary Grade Levels Only)

[See **Steroids** on page 91.]

Prosper High School participates in a random drug testing program. Students who participate in extra-curricular or co-curricular activities or who purchase a parking sticker or park on campus are eligible to be tested

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 44.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact central administration at 469-219-2000.

Standardized Testing

Secondary Grade Levels

SAT / ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or

degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR
(State of Texas Assessments of Academic Readiness)

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** on page 60 for additional information.]

Steroids
(Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact the Prosper ISD administrative office with any questions.

[See **Students in the Conservatorship of the State** on page 20 for more information.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to speak in several school events. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 60 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Summer School (All Grade Levels)

Summer School is offered for $200 per student for many core and elective classes for Prosper High School students. Contact the high school office for questions.

Tardies
(All Grade Levels)

Reporting late to class is considered an interruption to instructional time and thus should be avoided at all times. A tardy occurs when a student has not crossed the classroom door's threshold upon completion of the tardy bell sounding. Students have two school days from the day assigned in which to serve a tardy detention. Ramifications for tardies shall be:

- 1st tardy per semester - Detention
- 2nd tardy per semester - Detention
- 3rd tardy per semester - Detention
- 4th tardy per semester - Detention
- 5th tardy per semester - Friday Night Reflection or Saturday School
- 6th tardy per semester - Friday Night Reflection or Saturday School
- 7th tardy per semester - Friday Night Reflection or Saturday School
- 8th tardy per semester - Friday Night Reflection or Saturday School
- 9th tardy per semester - Friday Night Reflection or Saturday School
- 10th tardy and beyond - One day of ISS per tardy and truancy court.

Students who fail to serve detention will receive Friday Night Reflection or Saturday School. Students who fail to attend Friday Night Reflection or Saturday School will receive ISS

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials
(All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Theft

Prosper High School has a zero tolerance policy regarding theft. Students found involved with theft activity will be subject to disciplinary action and possible law enforcement involvement.

First Offense for theft:

- ISS placement up to 4 days;
- Possible DAEP placement;

- Restitution for damages or lost property and possible citation;
- Possible Loss of Privileges.

Second Offense theft:
- ISS placement up to 6 days;
- Possible DAEP placement;
- Restitution for damages or lost property and possible citation;
- Loss of Privileges.

Third Offense for theft:
- Suspension up to three days;
- Placement in DAEP for a minimum of 45 days;
- Restitution for damages or lost property and possible citation;

Tobacco (and Tobacco-Like Products)

Students may not possess, smoke or use tobacco products, nicotine or tobacco like products including but not limited to electric cigarettes, vapes and electric hookahs on school property or at a school-related or school-sanctioned activity, on or off school property. Students found in possession of tobacco, tobacco-like products [as listed above], and/or smoking/use paraphernalia will be subject to the consequences listed below

First Offense for possession or use:
- ISS placement for 4 days;
- Police Citation

Second Offense possession or use:
- ISS placement for 6 days;
- Police Citation
- Possible Loss of Privileges.

Third Offense for possession or use:
- Suspension up to three days;
- Placement in DAEP for a minimum of 30 days;
- Police Citation

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments** on page 19, **Bullying** on page 34, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 21, for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 88 for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Director of Transportation.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.

- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Truancy/Skipping

Truancy/skipping is an **unexcused absence** from a class. Students have a responsibility to attend every class period for which they are scheduled and must get permission from their teacher to be absent or tardy from a class prior to missing. Any student who is sent to the office for any reason and does not report directly there shall be subject to placement in ISS. Students given permission to go to a location by a staff member are to go directly there and back with no stops or variation in path in between. Students are to go to the closest bathroom to their classroom during class time. Students found wandering outside of permissible designated areas shall be subject to placement in ISS. Students coming to school late with an unexcused absence will be considered truant. Students must present a valid hall pass at any time when out of class. Truant students are subject to automatic placement in ISS.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Prosper High School has a **zero tolerance policy** against both graffiti and vandalism. **Vandalism includes the keying of cars on campus. Students found to be involved with vandalism or graffiti will be subject to disciplinary action and possible law enforcement involvement.**

First Offense for graffiti or vandalism:
- ISS placement for up to 4 days;
- Restitution for damages and possible citation;
- Possible Loss of Privileges.

Second Offense for graffiti or vandalism:
- ISS placement for up to 6 days;
- Possible placement in DAEP;
- Restitution for damages and possible citation;
- Loss of Privileges.

Third Offense for graffiti or vandalism:
- Suspension up to three days;

- Placement in DAEP for a minimum of 60 days;
- Restitution for damages and possible citation;

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

Visitors to the School (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 first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or

- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On College Night the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus office for more information and to complete an application.

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)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications

or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR

EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary, for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix:
Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.prosper-isd.net. Below is the text of Prosper ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on October 23, 2017

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited
The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples- Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation
The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples-Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting
Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures
Student Report- To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another Page 73 of 75 student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or

other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report- Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format- A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report
When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported.

Prohibited Conduct
The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported. 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 the Report
The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation
Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. Page 74 of 75

District Action
Bullying- If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline- A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student

with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action- Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers- The principal or designee shall refer to FDB for transfer provisions.

Counseling- The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct- If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality- To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal
A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention
Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the Page 75 of 75 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.

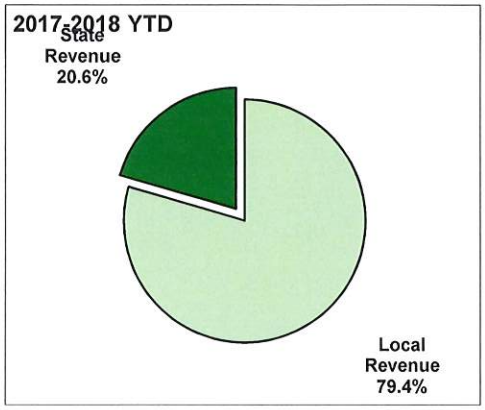
Item 6B: Consideration and possible approval of Student and Employee Handbooks for 2019-2020.

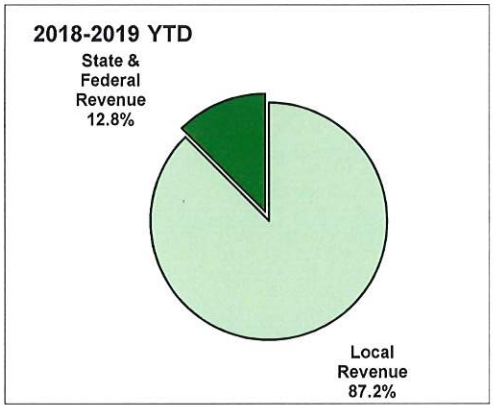
BUSINESS

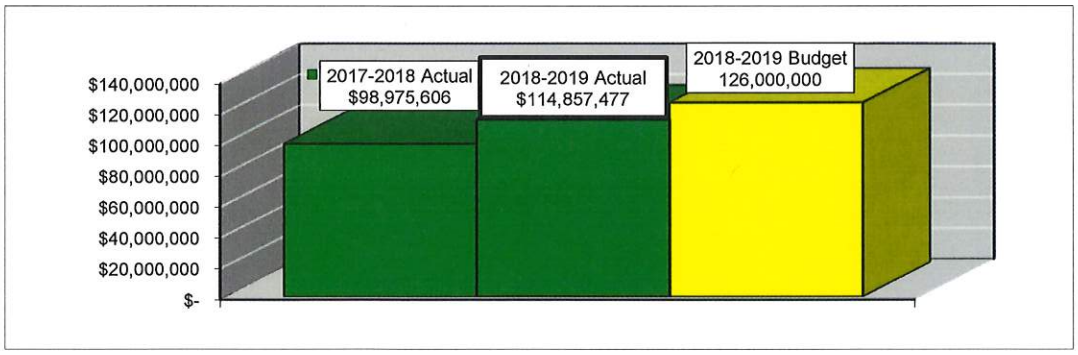
Item 7A: Consider action on approval of the Financial/Investment/Tax Reports.

Comparison of YTD Revenues
2017-2018 and 2018-2019 School Year
Board Report May 31, 2019

General Fund 199	2017-2018 YTD	% To Budget	2018-2019 YTD	2018-2019 Budget Amount	% To Budget
Revenue					
Local Revenue	$ 78,556,975.65	**104.88%**	$ 100,169,929.64	$ 99,000,000.00	**101.18%**
State Revenue	$ 20,281,830.69	**78.01%**	$ 14,201,049.00	$ 26,500,000.00	**53.59%**
Add: Prior Yr Settle	$ -	**0.00%**	$ -	$ -	**0.00%**
Add: Hardship Grant	$ 10,000,000.00	**0.00%**	$ 5,000,000.00	$ -	**0.00%**
Federal Revenue	$ 136,799.70	**136.80%**	$ 486,498.32	$ 500,000.00	**97.30%**
Total Revenue	**$ 108,975,606.04**	**107.90%**	**$ 119,857,476.96**	**$ 126,000,000.00**	**95.12%**
Without Grant	**$ 98,975,606.04**	**98.00%**	**$ 114,857,476.96**	**$ 126,000,000.00**	**91.16%**

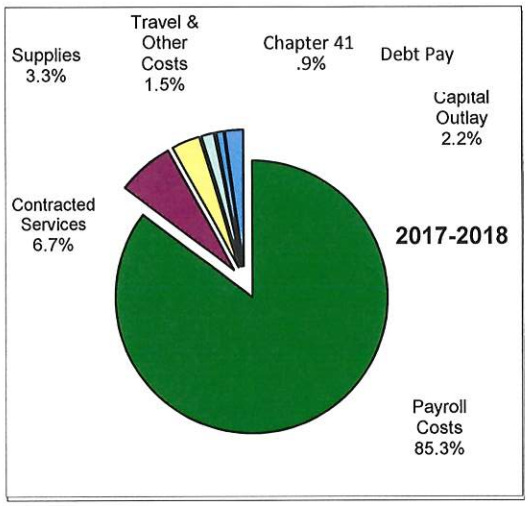


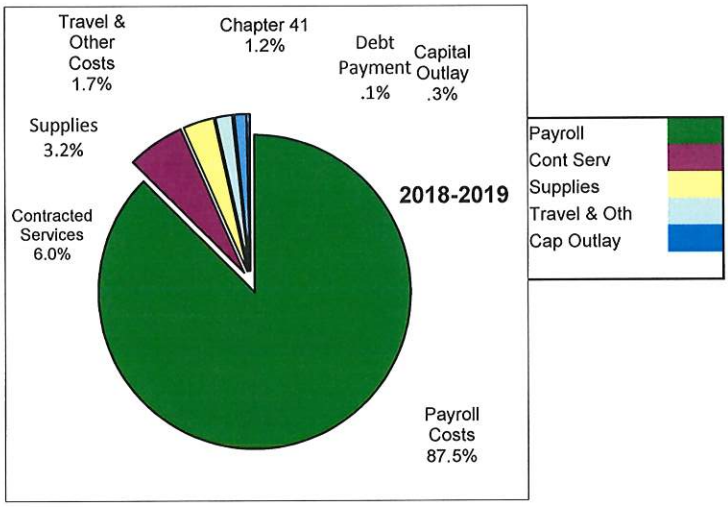


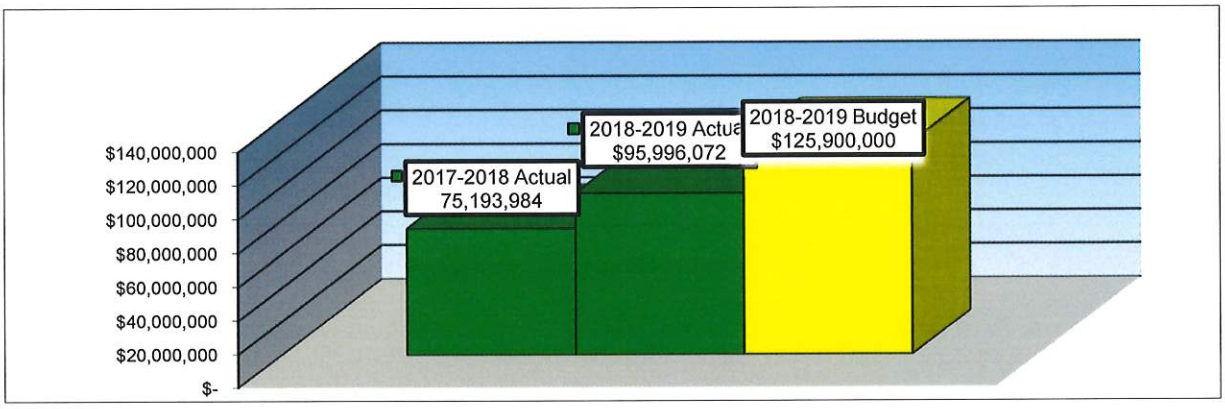


Comparison of YTD Expenditures
2017-2018 and 2018-2019 School Year
Board Report as of May 31, 2019

General Fund 199	2017-2018 YTD	% To Budget	2018-2019 YTD	2018-2019 Budget Amount	% To Budget	Under Budget	With in Budget	over Budget
Expenditures						<	< >	>
Payroll Costs	$ 64,141,977.49	**78.23%**	$ 83,935,838.78	$ 103,684,393.77	80.95%	86%	86-88%	88%
Contracted Services	$ 5,056,307.63	**66.14%**	$ 5,739,025.66	$ 9,506,124.24	60.37%	70%	70-73%	73%
Supplies	$ 2,516,914.45	**68.66%**	$ 3,096,887.77	$ 4,352,394.92	71.15%	85%	85-88%	88%
Travel & Other Costs	$ 1,083,633.08	**53.53%**	$ 1,646,453.97	$ 2,413,122.33	68.23%	80%	80-83%	83%
Debt Payment	$ 106,512.50	**12.39%**	$ 100,662.50	$ 840,000.00	11.98%	20%	20-25%	25%
Chapter 41	$ 657,919.00	**55.99%**	$ 1,176,391.00	$ 2,065,000.00	56.97%	60%	60-60%	65%
Capital Outlay	$ 1,630,720.00	**46.11%**	$ 300,811.97	$ 3,038,964.74	9.90%	75%	75-80%	80%
Net Expenditures	**$ 75,193,984.15**	**74.52%**	**$ 95,996,071.65**	**$ 125,900,000.00**	76.25%	84%	84-86%	86%







Prosper Independent School District
Consolidated Funds - General Fund, Food Service, Technology, Interest & Sinking and Athletic Activity Fund
5/31/2019

ADOPTED BUDGETED FUNDS

FUNDS 199	ORIGINAL ESTIMATED REVENUE	AMENDED REVENUE	ACTUAL REVENUE MONTH	ACTUAL REVENUE TO DATE	REVENUE BALANCE	PERCENT REALIZED	LAST Year %
Local revenue (5700)	$ 99,000,000	$ 99,000,000	$ 1,325,959	$ 100,169,930	$ (1,169,930)	101.2%	104.1%
State Revenue (5800)	$ 26,500,000	$ 26,500,000	$ 722,095	$ 14,201,049	$ 12,298,951	53.6%	75.4%
Federal Revenue (5900)	$ 500,000	$ 500,000	$ -	$ 486,498	$ 13,502	97.3%	132.6%
TOTAL REVENUE	$ 126,000,000	$ 126,000,000	$ 2,048,054	$ 114,857,477	$ 11,142,523	91.2%	96.8%

FUNDS 199	ORIGINAL BUDGET	AMENDED BUDGET	ENCUMBRANCE YTD	EXPENDITURES MONTH	EXPENDITURES YEAR-TO-DATE	BALANCE	PERCENT EXPENDED	LAST Year
EXPENDITURES BY FUNCTION								
11-Classroom Instruction	$ 78,186,166	$ 78,186,166	$ -	$ 7,305,326	$ 63,134,164	$ 15,052,002	80.7%	80.9%
12-Libraries	$ 1,810,100	$ 1,810,100	$ -	$ 174,738	$ 1,397,136	$ 412,964	77.2%	65.3%
13-Curriculum & Inst Staff	$ 4,403,734	$ 4,403,734	$ -	$ 255,374	$ 3,036,367	$ 1,367,367	68.9%	70.4%
21-Instructional Leadership	$ 1,310,150	$ 1,310,150	$ -	$ 193,174	$ 914,763	$ 395,387	69.8%	53.3%
23-Campus Administration	$ 5,589,850	$ 5,589,850	$ -	$ 450,002	$ 4,222,755	$ 1,367,095	75.5%	68.3%
31-Guidance & Counseling	$ 2,532,120	$ 2,532,120	$ -	$ 181,739	$ 1,620,378	$ 911,742	64.0%	62.9%
33-Health Services	$ 999,730	$ 999,730	$ -	$ 86,169	$ 761,729	$ 238,001	76.2%	66.3%
34-Student Transportation	$ 5,755,600	$ 5,755,600	$ -	$ 530,381	$ 4,407,545	$ 1,348,055	76.6%	68.5%
36-Co/Extra Curricular	$ 2,462,550	$ 2,462,550	$ -	$ 203,995	$ 2,041,551	$ 420,999	82.9%	72.0%
41-General Administration	$ 2,750,000	$ 2,750,000	$ -	$ 228,564	$ 1,953,362	$ 796,638	71.0%	66.9%
51-Maintenance	$ 9,524,850	$ 9,524,850	$ -	$ 758,889	$ 6,918,581	$ 2,606,269	72.6%	63.0%
52-Security Services	$ 1,653,200	$ 1,653,200	$ -	$ 121,051	$ 1,026,564	$ 626,636	62.1%	62.6%
53-Data Processing	$ 4,621,950	$ 4,621,950	$ -	$ 258,977	$ 2,348,007	$ 2,273,943	50.8%	69.4%
61-Community Services	$ 20,000	$ 20,000	$ -	$ -	$ 435	$ 19,565	2.2%	43.2%
71-Debt Payment	$ 840,000	$ 840,000	$ -	$ -	$ 100,663	$ 739,337	12.0%	12.4%
81-Construction Projects	$ 650,000	$ 650,000	$ -	$ 22,818	$ 299,572	$ 350,428	46.1%	42.5%
91-Cont. Svc Between Schools	$ 2,090,000	$ 2,090,000	$ -	$ 293,905	$ 1,176,391	$ 913,609	56.3%	54.8%
99-Payment to Appraisal	$ 700,000	$ 700,000	$ -	$ -	$ 636,109	$ 63,891	90.9%	85.9%
Net Total 199 Fund	$ 125,900,000	$ 125,900,000	$ -	$ 11,065,102	$ 95,996,072	$ 29,903,928	76.2%	74.5%

Prosper Independent School District
Consolidated Funds - General Fund, Food Service, Technology, Interest & Sinking and Athletic Activity Fund
5/31/2019

FUNDS 240 FOOD SERVICES FUND	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
TOTAL REVENUE	$5,300,000	$5,300,000	$500,880	$0	$4,781,500	$518,500	90.2%
TOTAL EXPENDITURES	$5,000,000	$5,000,000	N/A	$469,176	$4,332,539	$667,461	86.7%

FUND 599 DEBT SERVICES FUND	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
TOTAL REVENUE	$40,000,000	$40,000,000	-$182,475	N/A	$41,472,525	-$1,472,525	103.7%
TOTAL EXPENDITURES	$39,600,000	$39,600,000	N/A	$1,616,914	$22,225,011	$17,374,989	56.1%

FUND 224 - SPECIAL ED STATE FUNDING	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
TOTAL REVENUE	$1,365,955	$1,407,563	$0	N/A	$1,088,993	$318,570	77.4%
TOTAL EXPENDITURES	$1,365,955	$1,407,563	N/A	$0	$1,407,563	$0	100.0%

FUND 164 - ATHLETIC ACTIVITY LOCAL FUNDING	ORIGINAL BUDGET	AMENDED BUDGET	REVENUE REALIZED	ACTUAL EXPENDITURES	YEAR-TO-DATE	BALANCE	PERCENT
TOTAL REVENUE	$250,000	$250,000	$19,434	$0	$258,692	-$8,692	103.5%
TOTAL EXPENDITURES	$200,000	$200,000	N/A	$10,024	$117,971	$82,029	59.0%

COMBINED FUNDS	BUDGET	BUDGET	REALIZED	EXPENDITURES	YEAR-TO-DATE	BALANCE	REC/EXP
TOTAL REVENUE	172,915,955	172,957,563	2,385,893	N/A	162,459,187	10,498,376	93.9%
TOTAL EXPENDITURES	172,065,955	172,107,563	N/A	13,161,216	124,079,156	48,028,407	72.1%

Prosper Independent School District
Board Report - Investment Summary
5/31/2019

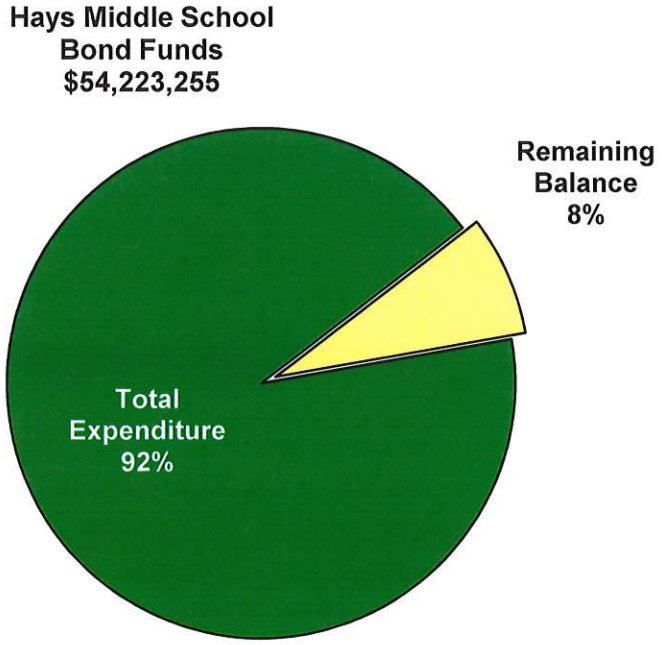
Various Bank Accounts	Average Yield	Interest Paid	Current Balance 5/31/2019	Last Year 5/30/2018
TexPool Investments				
General Fund	2.405%	$ 154,459.96	$ 72,520,367.62	$ 47,000,008.37
Interest & Sinking	2.405%	$ 61,436.96	$ 31,179,782.64	$ 21,444,092.49
New Capital Projects Fund	2.405%	$ 473.98	$ 232,978.28	$ 2,680,133.52
Total TexPool Investment Funds		**$ 216,370.90**	**$ 103,933,128.54**	**$ 71,124,234.38**
Lone Star Investment Pool				
Bond Funds - Land Purchase	2.569%	$ 13,119.72	$ 6,592,248.87	**$ 6,449,113.00**
Bond Funds - 2017 Bond Sale	2.569%	$ -	$ -	**$ 23,732,232.06**
Bond Funds - 2018 Bond Sale	2.569%	$ 3,106.92	$ 3,106.92	**$ 200,353,409.88**
Bond Funds - 2019 Bond Sale	2.569%	$ 376,965.52	$ 171,061,406.96	$ -
Total Lone Star Investment Pool		**$ 393,192.16**	**$ 177,656,762.75**	**$ 230,534,754.94**
Independent Bank, Prosper				
General Operating Fund - NOW	2.01%	$ 19,858.98	$ 11,612,367.01	$ 18,037,467.77
Interest & Sinking Fund -NOW	2.01%	$ 2,570.99	$ 752,122.52	$ 3,264,300.36
Worker's Compensation Fund-NOW	2.01%	$ 49.00	$ 28,298.97	$ 76,766.09
Bond Funds - Bond 2014	2.01%	$ 10,166.77	$ 13,607,650.86	$ 1,048,875.35
Capital/Construction Projects Fund	2.01%	$ 4,149.62	$ 2,125,818.24	$ 2,420,127.64
Campus Activity Fund-NOW	2.01%	$ 2,299.91	$ 1,380,639.95	$ 1,162,139.94
Total Independent Bank Accounts		**$ 39,095.27**	**$ 29,506,897.55**	**$ 26,009,677.15**
Legacy Texas	2.53%	$ 44,034.71	**$ 20,732,425.88**	$ 20,264,250.15
Farmers Bank and Trust	2.48%	$ 43,014.40	**$ 20,679,523.42**	$ 20,223,777.85
Total Operating & Investment Accounts		**$ 735,707.44**	**$ 352,508,738.14**	**$ 368,156,694.47**
Total By Funds:				
General Funds			$ 125,544,683.93	$ 105,525,504.14
Interest & Sinking			$ 31,931,905.16	$ 24,708,392.85
Bond Funds			$ 191,264,413.61	$ 231,583,630.29
New Capital Projects Fund 2013			$ 2,358,796.52	$ 5,100,261.16
All Other Funds			$ 1,408,938.92	$ 1,238,906.03
Total By Funds			**$ 352,508,738.14**	**$ 368,156,694.47**
Total Pledge Securities @ Independent Bank			**$ 37,500,000.00**	**$ 37,500,000.00**

I, the approved investment Officer of Prosper ISD, hereby certify the Investment Report represents the investment portion of the District as of May 31, 2019 in compliance with the Board Investment Policy, the Public Funds Investment Act (Texas Government Code 2256), and the Generally Accepted Accounting Principles.

Rusty Craig *May 31, 2019*

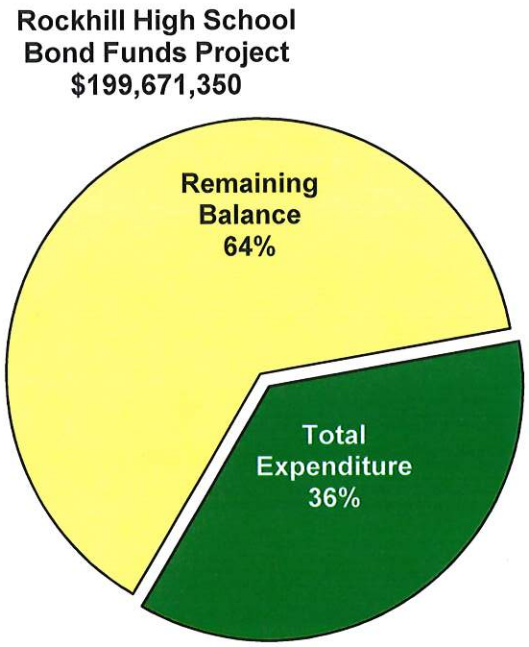
Middle School #3
Bill Hays Middle School
Contract Price
$ 54,223,255.00

Description	Expenditures Prior Years	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
Contract Services				
MS #3	$ 172,402.38	$ 276,586.00	$ 448,988.38	$ -
Architect Fees				
MS #3	$ 1,598,713.89	$ 230,840.75	$ 1,829,554.64	$ -
Building Contractor				Pogue Only
MS#3 - See Graph Below	$ 29,548,913.56	$ 20,285,150.65	$ 49,834,064.21	$ 4,389,190.79
Other Costs:	$ 31,320,029.83	$ 20,792,577.40	$ 52,112,607.23	$ 4,389,190.79
Technology	$ -	$ 988,580.17		
Furniture	$ -	$ -		
Supplies	$ -	$ 25,281.03		
Sub Total	**$ 31,320,029.83**	**$ 21,806,438.60**	**$ 52,112,607.23**	**$ 4,389,190.79**
Grand Total	**$ 31,320,029.83**	**$ 21,806,438.60**	**$ 53,126,468.43**	**$ 4,389,190.79**



High School #2
Rockhill High
Contract Price
$ 199,671,350.00

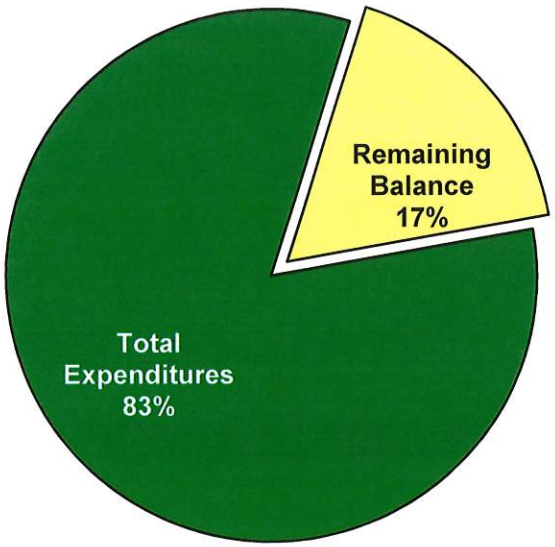
Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
Contract Services				
MS #3	$ 1,696,470.64	$ 607,440.03	$ 2,303,910.67	$ -
Architect Fees				
MS #3	$ 7,293,576.80	$ 841,674.65	$ 8,135,251.45	$ -
Building Contractor				Pogue Only
MS#3 - See Graph	$ 10,589,457.39	$ 61,692,566.96	$ 72,282,024.35	$ 127,389,325.65
Other Costs:	$ 19,579,504.83	$ 63,141,681.64	$ 82,721,186.47	$ 127,389,325.65
Technology	$ -	$ -		
Furniture	$ -	$ -		
Sub Total	**$ 19,579,504.83**	**$ 63,141,681.64**	**$ 82,721,186.47**	**$ 127,389,325.65**
Grand Total	**$ 19,579,504.83**	**$ 63,141,681.64**	**$ 82,721,186.47**	**$ 127,389,325.65**



Prosper ISD
Stadium Project
Contract Price
$ 51,955,486.00

Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
Contract Services				
Stadium	$ 154,882.13	$ 90,237.87	$ 245,120.00	$ -
Architect Fees				
Stadium	$ 3,575,527.83	$ 362,959.49	$ 3,938,487.32	$ -
Building Contractor		$ -		Pogue Only
Stadium -	$ 17,445,623.13	$ 25,493,882.52	$ 42,939,505.65	$ 9,015,980.35
Other Costs:	$ 21,176,033.09	$ 25,947,079.88	$ 47,123,112.97	$ -
Daktronics	$ -	$ 1,710,934.16		
Technology		$ 81,185.21		
Furniture	$ -	$ 22,914.50		
Sub Total	**$ 21,176,033.09**	**$ 27,762,113.75**	**$ 47,123,112.97**	**$ 9,015,980.35**
Grand Total	**$ 21,176,033.09**	**$ 27,762,113.75**	**$ 47,123,112.97**	**$ 9,015,980.35**

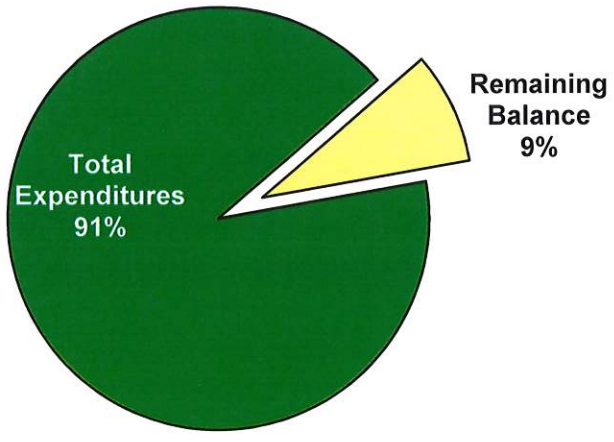
PISD Stadium
Bond Funds 2017
$51,955,486



Prosper ISD
Natatorium Project
Contract Price
$ 13,731,917.00

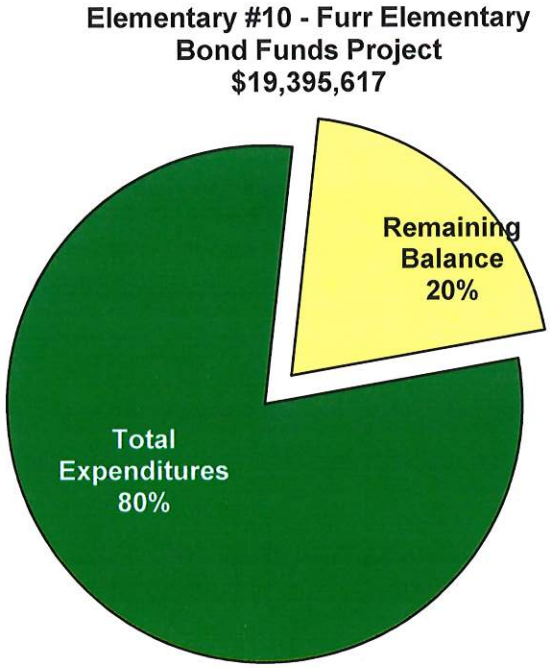
Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
Contract Services				
Stadium	$ 335,304.07	$ 61,377.10	$ 396,681.17	$ -
Architect Fees				
Stadium	$ 449,428.20	$ 111,375.50	$ 560,803.70	$ -
Building Contractor				Pogue Only
Stadium -	$ 2,642,551.86	$ 9,918,190.77	$ 12,560,742.63	$ 1,171,174.37
Sub-Total	$ 3,427,284.13	$ 10,090,943.37	$ 13,518,227.50	$ -
Other Costs:				
Technology	$ -	$ 6,295.00		
Equipment	$ -	$ 19,770.00		
Sub Total	**$ 3,427,284.13**	**$ 10,117,008.37**	**$ 13,518,227.50**	**$ 1,171,174.37**
Grand Total	**$ 3,427,284.13**	**$ 10,117,008.37**	**$ 13,518,227.50**	**$ 1,171,174.37**

PISD Natatorium
Bond Funds Project
$13,731,917



Prosper ISD
Elementary #10 - Furr Campus
Contract Price
$ 19,395,617.00

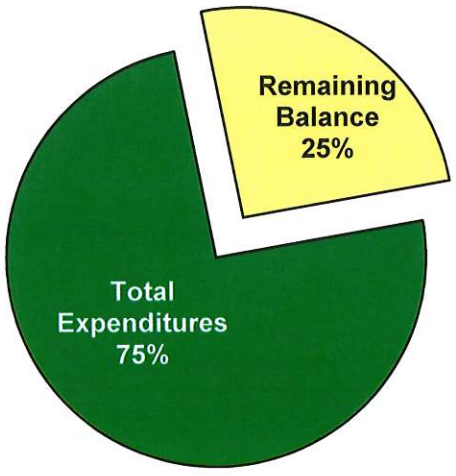
Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
Contract Services				
Elementary #10	$ 124,797.81	$ 75,343.67	$ 200,141.48	$ -
Architect Fees				
Elementary #10	$ 953,395.41	$ 169,045.04	$ 1,122,440.45	$ -
Building Contractor				Pogue Only
Elementary #10	$ 363,332.24	$ 15,059,964.95	$ 15,423,297.19	$ 3,972,319.81
Sub-Total	$ 1,441,525.46	$ 15,304,353.66	$ 16,745,879.12	
Other Costs:		$ -		$ -
Technology	$ -	$ 372,133.03		
Furniture	$ -	$ -		
Sub Total	**$ 1,441,525.46**	**$ 15,676,486.69**	**$ 16,745,879.12**	**$ 3,972,319.81**
Grand Total	**$ 1,441,525.46**	**$ 15,676,486.69**	**$ 16,745,879.12**	**$ 3,972,319.81**



Prosper ISD
Elementary #11 - Stuber Campus
Contract Price
$ 21,706,058.00

Description	Prior Year Expenditures	Expenditures 2018-2019	Actual Cumulative	Remaining Balance
Contract Services				
Elementary #11	$ 166,887.32	$ 110,794.00	$ 277,681.32	$ -
Architect Fees				
Elementary #11	$ 202,290.16	$ 251,718.69	$ 454,008.85	$ -
Building Contractor				Pogue Only
Elementary #11	$ 501,239.50	$ 15,695,706.24	$ 16,196,945.74	$ 5,509,112.26
Sub-Total	$ 870,416.98	$ 16,058,218.93	$ 16,928,635.91	$ -
Other Costs:				
Technology	$ -	$ 371,163.79		
Furniture	$ -	$ -		
Sub Total	**$ 870,416.98**	**$ 16,429,382.72**	**$ 16,928,635.91**	**$ 5,509,112.26**
Grand Total	**$ 870,416.98**	**$ 16,429,382.72**	**$ 16,928,635.91**	**$ 5,509,112.26**

Elementary #11 - Stuber Elementary
Bond Funds Project
$21,706,058



Item 7A: Consider action on approval of the Financial/Investment/Tax Reports.

Item 7B: Consider action on approval of any budget amendments.

Item 7C: Continue to evaluate preliminary budget information for the 2019-2020 school year.

House Bill 3
Summary

School Finance Reform

Funding Changers

- Basic allotment statutorily increased to $6,160 (from $5,140)
- State aid will be calculated based on current-year property values rather than prior-year property values
- Makes up to 2 additional pennies of a district's tax rate free of recapture (from 6 cents to 8 cents)
    - Yield is 160% of the basic allotment or the 96th percentile, whichever is higher
- Yield for each penny of tax rate above $1.01 is increased to 80% of the basic allotment
    - This portion of a district's tax rate is compressed based on the increased yield (a little less than 4 cents for PISD)
- Creates a College, Career, or Military Readiness outcomes bonus
    - Provides funding for students above the number required for a district to be in the 25th percentile for each category who achieve CCMR based on their status as economically disadvantaged and SPED

Allotments and Weights

- Eliminates various allotments including:
    - High school allotment
    - GT allotment
    - CEI (cost of education index)
    - Staff allotment
- Increases the Special Education base weight to 1.15 (from 1.1)
- Creates an early education allotment for K-3 economically disadvantaged and ELL students (0.1 weight)
    - Funds must be spent on prek-3rd grade to improve early literacy and mathematics proficiency

- Creates a dyslexia allotment with a weight of 0.1 for every student that receives services or accommodations
    - Districts can use up to 20% of these funds to contract with private providers for supplemental services
- Changes the compensatory education allotment to be a sliding scale (0.225-0.275) based on census block data
- Increases the bilingual allotment for ELL students in dual-language programs to 0.15 (from 0.1)
    - Adds a 0.05 weight for non-ELL students in dual-language programs
- Extends the CTE allotment to cover 7th and 8th grade CTE courses (in addition to the current 9-12)
- Provides a fast-growth allotment for the top 25% of districts in growth for the prior 3 years (.04 weight)
- Creates a mentor program allotment and requires TEA to determine how much each district should receive
    - Money must be used to pay mentor stipends, fund scheduled release time, or pay for mentoring support for mentors
- Changes transportation funding from a linear-density formula to a $1.00-per mile reimbursement and allows recapture districts to access this funding

Property Tax Relief and Recapture Reduction

- State compressed tier 1 tax rate set at $0.93 (down from $1.00)
- Ensures all districts receive full tier 1 entitlement prior to paying recapture
- Automatic compression mechanism applied to tier 1 tax rate beginning with tax year 2020
    - State compressed rate will decrease in proportion to the difference between statewide property value growth and 2.5%
    - Each district's maximum compressed rate will be either the state compressed rate or the rate that results from ensuring local revenue in the district does not grow by more than 2.5% (whichever is lower)
    - A district's rate can never been less than 90% of any other district's rate. If compression would produce that result, the district's maximum rate will stay the same as the prior year
    - Districts can adopt a tax rate higher than otherwise allowed if the legislature decreases the basic allotment
- Requires districts to conduct an efficiency audit before going out for a TRE
    - Districts must cover the cost of the audit

- LBB will determine what the audit must look for

Teacher Pay

- Provides that 30% of increased funding per student must be spent on non-administrator compensation increases, which could include a combination of employee raises and increased health care contributions.
    - TEA is developing guidelines for calculation of $ increase
    - 75% must be spent on teachers, nurses, counselors, and librarians, with an emphasis toward those with more than 5 years of experience
    - 25% may be spent on any non-administrator employees
- Creates an optional merit-pay program
    - Provides as much as $12,000 for the highest-rated teachers
    - TEA will set performance requirements, but cannot create a forced distribution and cannot include STAAR results as part of the evaluation

Miscellaneous

- Provides an incentive for providing an additional 30-days of half-day instruction for preK-5 grade
- Provides reimbursement for college preparation assessments and for subsidies for certification exams
- Creates the Tax Reduction and Excellence in Education (TREE) Fund
    - Dedicates the increased sales tax collections as a result of the U.S. Supreme Court's Wayfair decision and related legislation to the TREE Fund (about $550 million)
    - Dedicates money distributed from the permanent school fund to the available school fund by the School Land Board pursuant to a constitutional amendment and related legislation to the TREE Fund (about $300 million)

Education Reform

Early Literacy and Mathematics Proficiency

- Requires preK for eligible 4-year olds to be full-day
    - Applies the existing high-quality preK grant program requirements to all preK programs
    - Permits two 3-year waivers due to classroom limitations
- Requires districts to come up with literacy and mathematics proficiency plans as well as CCMR plans

- Requires preK-6 teachers demonstrate proficiency in the science of teaching reading
- Requires school districts to administer a reading assessment at the Kindergarten level; this assessment CANNOT be used for accountability
- Requires school districts to implement a phonics-based reading curriculum
- All k-3rd teachers and elementary principals must attend a teacher literacy achievement academy

Reporting Requirements

- GT program certification
    - Districts must certify that they have the required GT program to the commissioner; if a district fails to comply, funding may be reduced
- Early Education reports
    - Districts must report the number and percentage of students who perform satisfactorily on third-grade reading and math, disaggregated by whether the student was eligible for free prekindergarten; the number of students who attended kindergarten in the district disaggregated by whether they met the kindergarten readiness standards, whether they attended pre-k in the district, and the type of pre-k they attended; and disaggregated by whether the student is academically disadvantaged
- Prekindergarten programs
    - Districts must report the number of students in each pre-k class, the number of certified teachers in each pre-k class, whether it is full or half day, if the district offers half-day, whether the district offers two half-day programs per day; teachers and teacher's aides are counted once for a full day class and twice for a half-day if the district offers two half-day classes

Advisory Committees

- SPED Allotment Advisory Committee
    - Created to develop and make recommendations regarding methods of financing special education under the public school finance system
- Compensatory Education Allotment Advisory Committee
    - Created to advise TEA on adopting rules for the compensatory education allotment
- FAFSA Advisory Committee
    - Created to assist the TEA in developing rules for implementing a new requirement that graduating students complete and submit a FAFSA or a

TAFSA unless the parent, the student's counselor, or the student (if 18 years or older) opts out

Miscellaneous

- Provides funding for incentives for teachers who complete autism training
- Creates mentor program requirements
    - To be assigned as a mentor, a teacher must agree to serve as a mentor teacher for at least one school year and the district will assign the mentor teacher a new classroom teacher for at least two years
    - TEA will decide the number of classroom teachers that may be assigned to a single mentor
    - District must provide training for mentor teachers
    - Mentor teachers must meet with each classroom teacher assigned to the mentor not less than 12 hours each semester and observation hours of the new teacher count toward those 12 hours
    - Specific topics are designated to be addressed by the mentor teacher
    - District must designate a time to meet and release time or a reduced teaching load for mentor teachers
- Creates a blended learning grant program
- Requires TEA to study the current assessment system
- Creates a "do not hire" registry which will include
    - Those, as determined by TEA, who are, under current law, ineligible to receive a teacher certification or accept employment with a school because of criminal history
    - Those who are ineligible because of conviction of an offense that requires registry as a sex offender
    - Those who have their certification revoked because of abuse of a child or being involved in a romantic or sexual relationship with a student

Item 7C: Continue to evaluate preliminary budget information for the 2019-2020 school year.

Item 7D: Consideration and possible approval of the purchase of instructional materials from EAI Education.

EAI EDUCATION®
Division of Eric Armin Inc.
118 Bauer Dr.
Oakland NJ 07436-7046

Phone: (800) 770-8010
Fax: (201) 891-5689
www.EAIeducation.com
info@EAIeducation.com

EPD QUOTE

Invoice	QTE0089969
Date	4/30/2019
Entered By	CarrieE
Page	1

Vendor #: 01377

Bill To:

Prosper ISD
Accounts Payable
605 E 7th St
Prosper TX 75078-2545

Ship To:

Prosper ISD
R Steve Folsom Elementary School
Tracy McCurry
800 Sommerville Dr
Prosper TX 75078-8435

Purchase Order No.	Customer ID	Salesperson ID	Shipping Method	Payment Terms	Master No.
TRACYMCCURRY	10030528	EBERHARDC	UPS	Net 30 Days	915,126 Blank

Quantity	Item Number	Description	Unit Price	Disc	Ext. Price
8	QBID-15000	Prosper ISD Custom Kindergarten Math Materials Kit 2019	$800.49		$6,403.92
8	QBID-15000	Prosper ISD Custom 1st Grade Math Materials Kit 2019	$1,001.04		$8,008.32
8	QBID-15000	Prosper ISD Custom 2nd Grade Math Materials Kit 2019	$1,041.96		$8,335.68
8	QBID-15000	Prosper ISD Custom 3rd Grade Math Materials Kit 2019	$1,167.74		$9,341.92
3	QBID-15000	Prosper ISD Custom 4th Grade Math Materials Kit 2019	$1,248.62		$3,745.86
1	QBID-10000	SEE COMMENT BELOW: Please reference QTE0089969/TASB Buyboard Bid 587-18 for discounted kit pricing shown on quote. Free shipping to one location.	$0.00		$0.00
1	QBID-10000	SEE COMMENT BELOW: Pricing is valid through 06/30/2019. EAI Education appreciates your business. We look forward to working with Prosper ISD and the elementary school campus. Thank you!	$0.00		$0.00

SUBTOTAL	$35,835.70
DISCOUNT	$0.00
TAX	$0.00
FREIGHT	$0.00
MISC CHARGES	$0.00
TOTAL SALE	$35,835.70

76,632.34

EAI EDUCATION®
Division of Eric Armin Inc.
118 Bauer Dr.
Oakland NJ 07436-7046

Phone: (800) 770-8010
Fax: (201) 891-5689
www.EAIeducation.com
info@EAIeducation.com

EPD QUOTE

Invoice	QTE0089970
Date	4/30/2019
Entered By	CarrieE
Page	1

Vendor #: 01377

Bill To:

Prosper ISD
Accounts Payable
605 E 7th St
Prosper TX 75078-2545

Ship To:

Prosper ISD
Cynthia A Cockrell Elementary School
Tracy McCurry
1075 Escalante Trl
Prosper TX 75078-9023

Purchase Order No.	Customer ID	Salesperson ID	Shipping Method	Payment Terms	Master No.
TRACYMCCURRY	10030528	EBERHARDC	UPS	Net 30 Days	915,127 Blank

Quantity	Item Number	Description	Unit Price	Disc	Ext. Price
8	QBID-15000	Prosper ISD Custom Kindergarten Math Materials Kit 2019	$800.49		$6,403.92
8	QBID-15000	Prosper ISD Custom 1st Grade Math Materials Kit 2019	$1,001.04		$8,008.32
8	QBID-15000	Prosper ISD Custom 2nd Grade Math Materials Kit 2019	$1,041.96		$8,335.68
8	QBID-15000	Prosper ISD Custom 3rd Grade Math Materials Kit 2019	$1,167.74		$9,341.92
4	QBID-15000	Prosper ISD Custom 4th Grade Math Materials Kit 2019	$1,248.62		$4,994.48
1	QBID-10000	SEE COMMENT BELOW: Please reference QTE0089970/TASB Buyboard Bid 587-18 for discounted kit pricing shown on quote. Free shipping to one location.	$0.00		$0.00
1	QBID-10000	SEE COMMENT BELOW: Pricing is valid through 06/30/2019. EAI Education appreciates your business. We look forward to working with Prosper ISD and the elementary school campus. Thank you!	$0.00		$0.00

SUBTOTAL	$37,084.32
DISCOUNT	$0.00
TAX	$0.00
FREIGHT	$0.00
MISC CHARGES	$0.00
TOTAL SALE	$37,084.32

EDUCATION ® Division of Eric Armin Inc.
118 Bauer Dr.
Oakland NJ 07436-7046

Phone: (800) 770-8010
Fax: (201) 891-5689
www.EAIeducation.com
Info@EAIeducation.com

EPD QUOTE

Invoice	QTE0090437
Date	5/22/2019
Entered By	CarrieE
Page	1

Vendor #: 01377

Bill To:

Prosper ISD
Accounts Payable
605 E 7th St
Prosper TX 75078-2545

Ship To:

Prosper ISD
Hughes Elementary School
1551 Prestwick Hollow Drive
McKinney TX 75071

Purchase Order No.	Customer ID	Salesperson ID	Shipping Method	Payment Terms	Master No.
TRACYMCCURRY	10030528	EBERHARDC		Net 30 Days	918,769 Blank

Quantity	Item Number	Description	Unit Price	Disc	Ext. Price
4	QBID-561773	Prosper ISD Custom PreKindergarten Math Materials Kit	$412.48		$1,649.92
1	QBID-10000	SEE COMMENT BELOW:	$0.00		$0.00
		Please reference QTE0090436/TASB Buyboard Bid 587-18 for discounted kit pricing shown on quote.			
		Free shipping to one location.			
1	QBID-10000	SEE COMMENT BELOW:	$0.00		$0.00
		Pricing is valid through 06/30/2019. EAI Education appreciates your business. We look forward to working with Prosper ISD!			

SUBTOTAL	$1,649.92
DISCOUNT	$0.00
TAX	$0.00
FREIGHT	$0.00
MISC CHARGES	$0.00
TOTAL SALE	$1,649.92

EAI EDUCATION ® Division of Eric Armin Inc.
118 Bauer Dr.
Oakland NJ 07436-7046

Phone: (800) 770-8010
Fax: (201) 891-5689
www.EAIeducation.com
info@EAIeducation.com

EPD QUOTE

Invoice	QTE0090436
Date	5/22/2019
Entered By	CarrieE
Page	1

Vendor #: 01377

Bill To:

Prosper ISD
Accounts Payable
605 E 7th St
Prosper TX 75078-2545

Ship To:

Prosper ISD
Windsong Ranch Elementary School
800 Copper Canyon Dr
Prosper TX 75078

Purchase Order No.	Customer ID	Salesperson ID	Shipping Method	Payment Terms	Master No.
TRACYMCCURRY	10030528	EBERHARDC	UPS	Net 30 Days	918,768 Blank

Quantity	Item Number	Description	Unit Price	Disc	Ext. Price
5	QBID-561773	Prosper ISD Custom PreKindergarten Math Materials Kit	$412.48		$2,062.40
1	QBID-10000	SEE COMMENT BELOW: Please reference QTE0090436/TASB Buyboard Bid 587-18 for discounted kit pricing shown on quote. Free shipping to one location.	$0.00		$0.00
1	QBID-10000	SEE COMMENT BELOW: Pricing is valid through 06/30/2019. EAI Education appreciates your business. We look forward to working with Prosper ISD!	$0.00		$0.00

SUBTOTAL	$2,062.40
DISCOUNT	$0.00
TAX	$0.00
FREIGHT	$0.00
MISC CHARGES	$0.00
TOTAL SALE	$2,062.40

EDUCATION®
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Oakland NJ 07436-7046

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www.EAIeducation.com
info@EAIeducation.com

EPD QUOTE

Invoice	QTE0090581
Date	5/30/2019
Entered By	CarrieE
Page	1

Vendor #: 01377

Bill To:

Prosper ISD
Accounts Payable
605 E 7th St
Prosper TX 75078-2545

Ship To:

Prosper ISD
John A Baker Elementary School
Kappi Riggs/Kim Burch
3125 Bluewood Dr
McKinney TX 75071-8477

Purchase Order No.	Customer ID	Salesperson ID	Shipping Method	Payment Terms	Master No.
BAKERES	10030528	EBERHARDC	UPS	Net 30 Days	920,186 Blank

Quantity	Item Number	Description	Unit Price	Disc	Ext. Price
1	QBID-562170	Prosper ISD Custom Kindergarten Math Materials Kit 2019	$800.49		$800.49
1	QBID-562171	Prosper ISD Custom 1st Grade Math Materials Kit 2019	$1,001.04		$1,001.04
1	QBID-10000	SEE COMMENT BELOW: Please reference QTE0090581/TASB Buyboard Bid 587-18 for discounted kit pricing shown on quote. Free shipping to one location.	$0.00		$0.00
1	QBID-10000	SEE COMMENT BELOW: Pricing is valid through 06/30/2019. EAI Education appreciates your business. We look forward to working with Prosper ISD and the elementary school campus. Thank you!	$0.00		$0.00

SUBTOTAL	$1,801.53
DISCOUNT	$0.00
TAX	$0.00
FREIGHT	$0.00
MISC CHARGES	$0.00
TOTAL SALE	$1,801.53

Item 7D: Consideration and possible approval of the purchase of instructional materials from EAI Education.

Item 7E: Consideration and possible execution of a CSP contract with Pogue Construction for the construction of Elementary #12.

Elementary #12 Qualifications Due June 3, 2019										
General Contractor	**Bartlett Cocke**	**Crossland**	**ICI**	**Jackson**	**Lee Lewis**	**Parkway**	**Piazza**	**Pogue**	**Ratcliffe**	**Reeder**
Proposal Item #1	$20,796,000.00	$20,897,000.00	$22,275,000.00	$20,957,000.00	$21,100,000.00	$21,451,065.00	$21,954,425.00	$19,816,872.00	$21,611,000.00	$21,000,000.00
Alternate #1	$218,000.00	$237,000.00	$75,000.00	$205,000.00	$0.00	$0.00	$35,900.00	$6,000.00	$235,000.00	-$39,000.00
Sum	$21,014,000.00	$21,134,000.00	$22,350,000.00	$21,162,000.00	$21,100,000.00	$21,451,065.00	$21,990,325.00	$19,822,872.00	$21,846,000.00	$20,961,000.00
Qualifications	Yes	Yes	Yes	Yes	Yes	No	No	Yes	NO	Yes
Total Grade Out	**848.7**	**812**	**701**	**844.4**	**840.7**	**N/A**	**N/A**	**910**	**N/A**	**806**

Item 7E: Consideration and possible execution of a CSP contract with Pogue Construction for the construction of Elementary #12.

Item 7F: Consideration and possible approval to authorize district administration to auction off capital items that are obsolete or no longer of use to the PISD including, but not limited to, technology-related equipment, furniture, etc.

RENE BATES AUCTIONEERS INC.

LOT NUMBER	DESCRIPTION
1	All CONTINENTS INSIDE CONTAINER- APPROXIMATELY 150 PLASTIC CHAIRS, 60 STUDENT DESKS, 9 COMPUTER TABLES, 2 FILLING CABINETS ALL ITEMS ARE APPROXIMATE NUMBERS
2	~~All CONTINENTS INSIDE CONTAINER- APPROXIMATELY 100 PLASTIC CHAIRS, 25 STUDENT~~ CHAIRS, 10 COMPUTER DESKS, 5 METAL STOOLS, 3 TEACHER DESKS, 1 FOUR STATION CUBICLE ALL ITEMS ARE APPROXIMATE NUMBERS
3	All CONTINENTS INSIDE CONTAINER- APPROXIMATELY 30 WOODEN LIBRARY CHAIRS, 9 LIBRARY TABLES, 100 MISC. PLASTIC CHAIRS, 3 FILING CABINETS, 2EA 6' TABLES, 7 METAL
4	MISC. WORKOUT LIFT STATIONS AND WORKOUT
5	All CONTINENTS INSIDE CONTAINER- APPROXIMATELY 48 LIBRARY CHAIRS, 7 EA CHOIR RISERS, 2EA 6' TABLES, 12 COMPUTER TABLES ALL ITEMS ARE APPROXIMATE NUMBERS
6	EZ GO GOLF CART EXTENDED - DOES NOT RUN
7	GREEN YAMAHA GOLF CART EXTENDED - DOES NOT RUN
8	ROTARY LIFT
9	JACOBSEN TURFCAT T628D MOWER 600 SERIES
10	STAND UP FLOOR SCRUBBER CHARIOT- DOES NOT RUN
11	APPROXIMATELY 80 COMPUTER TABLES
12	
13	
14	
15	

Item 7F: Consideration and possible approval to authorize district administration to auction off capital items that are obsolete or no longer of use to the PISD including, but not limited to, technology-related equipment, furniture, etc.

Item 7G: Consideration and possible execution of contract with Child's Play for the replacement of playground surfaces at Cockrell and Light Farms along with surface and some equipment at Baker, Folsom, and Rucker.

Item 7H: Consideration and possible approval to purchase cubicles and office furniture with Office Depot (Purchasing Cooperative).

Item 7I: Consideration and possible adoption of a resolution expressing official intent to reimburse the costs of the 2019 School Bond Election projects.

Action Item

Date: June 17, 2019 **Division:** Business Office

Subject: Reimbursement Resolution

Background

In consideration of new and ongoing construction projects related to the May 4, 2019 bond election, it may be necessary to expend funds in advance of the receipt of bond proceeds.

The attached resolution provides legal authority for reimbursement of potential expenditures made in advance of the next bond sale.

RESOLUTION EXPRESSING
OFFICIAL INTENT TO REIMBURSE
COSTS OF THE 2019 SCHOOL BOND ELECTION PROJECTS

WHEREAS, the Prosper Independent School District (the "Issuer") is a duly created governmental body of the State of Texas;

WHEREAS, the Issuer expects to pay, or have paid on its behalf, expenditures in connection with the design, planning, acquisition and construction of certain of the projects approved to be funded by the issuance of bonds at an election held in the District on May 4, 2019, including, without limitation, the construction of middle school number 4 (collectively, the "Project") prior to the issuance of tax-exempt obligations, tax-credit obligations and/or obligations for which a prior expression of intent to finance or refinance is required by Federal or state law (collectively and individually, the "Obligations") to finance the Project;

WHEREAS, the Issuer finds, considers, and declares that the reimbursement for the payment of such expenditures will be appropriate and consistent with the lawful objectives of the Issuer and, as such, chooses to declare its intention to reimburse itself for such payments at such time as it issues Obligations to finance the Project;

THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE ISSUER THAT:

Section 1. The Issuer reasonably expects to incur debt, as one or more series of Obligations, with an aggregate maximum principal amount equal to $200,000,000 for the purpose of paying the costs of the Project.

Section 2. All costs to be reimbursed pursuant hereto will be capital expenditures. No Obligations will be issued by the Issuer in furtherance of this Statement after a date which is later than 18 months after the later of (1) the date the expenditures are paid or (2) the date on which the property, with respect to which such expenditures were made, is placed in service.

Section 3. The foregoing notwithstanding, no Obligation will be issued pursuant to this Statement more than three years after the date any expenditure which is to be reimbursed is paid.

Section 4. The foregoing Sections 2 and 3 notwithstanding, all costs to be reimbursed with qualified tax credit obligations shall not be paid prior to the date hereof and no tax credit obligations shall be issued after 18 months of the date the original expenditure is made.

Adoption date: June ___, 2019

_____

President, Board of Trustees

Item 7I: Consideration and possible adoption of a resolution expressing official intent to reimburse the costs of the 2019 School Bond Election projects.

Item 7J: Consideration and possible approval to purchase utility easement related to the construction of MS #4.

EASEMENT PURCHASE AGREEMENT

THIS EASEMENT PURCHASE AGREEMENT (the "Agreement") is made between **CORONA ARTESIA LLC**, a Delaware limited liability company ("Grantor") and **PROSPER INDEPENDENT SCHOOL DISTRICT**, a Texas independent school district ("PISD"), in accordance with the terms and conditions set forth herein.

RECITALS

A. Grantor owns that certain real property in Denton County, Texas (the "Property") that PISD desires, among other things, to construct drainage facilities over and conduct activities appurtenant to such drainage facility. In connection therewith, PISD desires Grantor grant to the Town of Prosper the drainage easements in the form attached hereto as Exhibit "A" (the "Drainage Easement") over the portion of the Property described in the Drainage Easement, and a fire lane, access, drainage and utility easement in the form attached hereto as Exhibit "C" (the "Fire Lane Easement") over the portion of the Property described in the Temporary Construction and Grading Easement. Moreover, PISD desires Grantor grant to PISD the temporary construction and grading easements in the form attached hereto as Exhibit "B" (the "Temporary Construction and Grading Easement") over the portion of the Property described in the Temporary Construction and Grading Easement.

B. Grantor is willing to grant the Drainage Easement, Temporary Construction and Grading Easement and Fire Lane Easement pursuant to the terms and conditions of this Agreement in exchange for PISD's payment of the Purchase Price described below.

C. PISD is willing to pay the Purchase Price to Grantor for the Drainage Easement, Temporary Construction and Grading Easement and Fire Lane Easements on the terms and conditions set forth in this Agreement.

AGREEMENTS

NOW, THEREFORE, in consideration of the mutual undertakings herein set forth, Grantor and PISD agree as follows:

1. Grant of Easements. At the Closing (hereinafter defined), Grantor and PISD shall duly execute and deliver to the other the Drainage Easement, Temporary Construction and Grading Easement and Fire Lane Easement and Grantor shall include with each easement instrument, as applicable, a "Joinder of Lienholder" as set forth in each Exhibit attached hereto, duly executed by any lienholder having a lien on the Property.

2. Purchase Price. The combined purchase price for the Drainage Easement, Temporary Construction and Grading Easement and Fire Lane Easement shall be **$163,800.00**

(the "Purchase Price"), which shall be wired to Grantor or paid in the form of a cashier's check by PISD at Closing.

3. Closing. The closing of the transaction contemplated by this Agreement (the "Closing") will take place on or before _____, 2019 at the administrative offices of PISD located at 605 E. Seventh St., Prosper, TX 75078 or at such other location as the parties shall mutually agree. The date on which the Closing occurs is sometimes referred to herein as the "Closing Date." All transactions at the Closing shall be deemed to take place simultaneously upon the recording of the grant of easements as provided in Section 1 herein, and no document or certificate shall be deemed to have been delivered until all transactions are completed and all documents and funds are delivered.

4. Attorneys' Fees. If either party employs legal counsel because of a default hereunder by the other party, or to enforce the provisions hereof, the non-breaching party shall be entitled to recover its costs and expenses, including reasonable attorneys' fees and experts fees, as awarded by the court.

5. Entire Agreement and Amendments. This Agreement, including the Exhibits hereto, which are incorporated herein by this reference, and the documents delivered pursuant hereto, embodies the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings between the parties. This Agreement may not be amended except in writing signed by both parties.

6. Waiver. Any failure of either party to comply with any obligation, representation, warranty, covenant, agreement or condition set forth in this Agreement may be waived by the other party only by a written instrument signed by the party granting the waiver. Any such waiver or failure to insist upon strict compliance with a term of this Agreement shall not operate as a waiver of, or estoppel with respect to any subsequent or other failure to comply.

7. Time of Essence. Time is of the essence for performance or satisfaction of all requirements, conditions, or other provisions hereof.

8. Governing Law. This Agreement shall be governed by, construed and enforced in accordance with the laws of the State of Texas and not by choice of law principles or the laws of any other state. All obligations of both parties are performed in Denton County, Texas.

9. Further Documents. Each party shall execute such additional documents as may be reasonably required to carry out the purpose of this Agreement.

10. Counterparts. This Agreement may be executed in any number of counterparts; all of which shall be deemed to constitute one and the same instrument, and each of which shall be deemed an original hereof.

[the remainder of this page is intentionally left blank; signature page(s) to follow]

EXECUTED to be EFFECTIVE on the latter of the dates set forth herein below, under the signatures of the parties.

GRANTOR:

CORONA ARTESIA LLC,
a Delaware limited liability company

By: _____
Print Name: _____
Title: _____

Date of Execution: _____

PISD:

PROSPER INDEPENDENT SCHOOL DISTRICT
a Texas independent school district

By: _____
Dr. Drew Watkins, Superintendent

Date of Execution: _____

EXHIBIT "A"
FORM OF THE DRAINAGE EASEMENT

(see attached)

"NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVERS' LICENSE NUMBER."

DRAINAGE EASEMENT

STATE OF TEXAS	§	
	§	KNOW ALL MEN BY THESE PRESENTS
COUNTY OF DENTON	§	

That ***CORONA ARTESIA LLC***, a Delaware limited liability company ("Grantor"), whether one or more, for and in consideration of the sum of TEN DOLLARS ($10.00) cash in hand to Grantor paid by the ***TOWN OF PROSPER***, a Texas home-rule municipality ("Grantee"), the receipt and sufficiency of which are hereby acknowledged, does hereby GRANT, SELL AND CONVEY unto Grantee, on the terms and conditions set forth herein, the easement and right to construct, reconstruct, operate, repair, re-build, replace, relocate, alter, remove and maintain drainage facilities ("Facilities"), together with all incidental improvements, and all necessary laterals in, upon and across certain real property owned by Grantor and located in Denton County, Texas, as more particularly described in and depicted on Exhibit A attached hereto and incorporated herein for all purposes ("Easement Property"). As part of the grant hereby made, it is agreed between the parties hereto that any stone, earth, gravel or caliche which may be excavated in the opening, construction or maintenance of said channel or drainage easement may be removed from said premises by Grantee.

TO HAVE AND TO HOLD the same unto the Grantee, its successors and assigns, together with the right and privilege at all times to enter the Easement Property, or any part thereof, for the purpose of constructing, reconstructing, operating, repairing, re-building, replacing, relocating, altering, removing and maintaining the Facilities, and all incidental

improvements and for making connections therewith; provided that Grantee shall use reasonable efforts to minimize disruption to Grantor's property within and surrounding the Easement Property and Grantor's business operations and comply with the terms and conditions set forth herein.

Grantor does hereby bind itself and its successors to WARRANT AND FOREVER DEFEND all and singular the Easement Property unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by, through or under Grantor, but not otherwise.

The Easement Property shall remain open at all times. No obstruction to the natural flow of storm water run-off shall be permitted by construction of any type of building, fence or any other structure within the Easement Property, unless approved by Grantee. Provided, however, it is understood that in the event it becomes necessary for Grantee to consider channelizing or erecting any type of drainage structure in order to improve the storm drainage, then in such event, Grantee shall have the right, but not the obligation, to enter upon the Easement Property at any point, or points, with all rights of ingress and egress to investigate, survey, or to erect, construct and maintain any drainage facility deemed necessary for drainage purposes; provided that Grantee shall use reasonable efforts to minimize disruption to Grantor's property within and surrounding the Easement Property and Grantor's business operations and comply with the terms and conditions set forth herein.

In no event shall Grantor erect any wall, structure or building of any type or any piling, pier or isolated footing of any wall, structure or building directly on said Easement Property.

Grantor represents and warrants to Grantee that Grantor is the sole owner of the fee simple title to the Easement Property subject to all matters of record affecting the Easement

Property. There are no liens, attachments, or other encumbrances which will prevent the Grantor from conveying this easement to the Grantee for the purposes as described herein. If such condition does exist, a signature with acknowledgment shall be included and made a part of this document conveying the rights and privileges contained herein and subordinating any such lien to the easement granted herein. The easement rights and privileges granted herein are non-exclusive, but Grantor covenants that Grantor will not convey any other easement or conflicting rights within the area covered by this grant which unreasonably interfere with Grantee's rights granted herein and provided all such other grants comply with all applicable local, state and federal laws, ordinances, rules, regulations and/or requirements, as they exist, may be amended or in the future arising. Grantee will not unreasonably deny a request to encroach on the Easement Property.

Further, Grantor shall not place any improvement or take any action, permanent or temporary within the Easement Property, which may cause damage to or jeopardize the integrity of the Facilities and/or which will affect and/or interfere, in any way, with the rights granted herein. Grantee, may, due to the necessity of repair and maintenance of the Facilities, remove and keep removed any and all improvements within the Easement Property to the extent necessary to make repairs.

Grantor represents that all appropriate and necessary actions have been taken to authorize the individual who is executing this instrument to do so for and on behalf of Grantor, that there are no other parties or entities required to execute this instrument in order for the same to be an authorized and binding agreement on Grantor and that the individual affixing his or her signature hereto is authorized to do so, and such authorization is valid and effective on the date hereof.

It is understood and agreed that the consideration received by Grantor hereunder includes adequate compensation for the grant of the rights hereunder. Grantee shall, to the extent allowed by law, indemnify and hold harmless Grantor from and against all damages losses, costs (including attorney's fees), or other claims arising out of the construction, reconstruction, repair, operation and maintenance of sanitary sewer or other public facilities, personal injury or other harm to third parties, environmental harm, as well as all damages, if any, to Grantor's property in each case which may occur in the future resulting from Grantee's exercise of any rights granted herein.

Prior to Grantee's (or its agents') entry onto the Easement Property, Grantee or Grantee's agent, which shall include, but not be limited to, Grantee's contractor, shall provide evidence of insurance coverages held by Grantee's contractor (and covering access by Grantee and its agents, to the extent such parties actually access the Easement Property) that are reasonably satisfactory to Grantor (and naming Grantor as an additional insured) and Grantee's contractor shall maintain such insurance in connection with all entries onto the property of Grantor pursuant to this agreement.

This instrument shall be binding upon, and inure to the benefit of, Grantee and Grantor, and their respective successors or assigns.

This instrument may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

[*Signature Page to Follow*]

EXECUTED on the dates appearing in the acknowledgements below, however, to be effective on this __ day of _____, 2019.

GRANTOR:

CORONA ARTESIA LLC,
a Delaware limited liability company

By: _____
Print Name: _____
Title: _____

Date of Execution: _____

AGREED AND ACCEPTED:
TOWN OF PROSPER

By: _____
Print Name: _____
Title: _____

13106261.6

STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on this _____ day of _____, 2019, by _____, _____ of CORONA ARTESIA LLC, a _____ limited liability company, on behalf of the limited liability company.

_____
Notary Public, State of Texas

STATE OF TEXAS §
§
COUNTY OF COLLIN §

This instrument was acknowledged before me on this _____ day of _____, 2019, by _____, _____ of the TOWN OF PROSPER, a Texas home-rule municipality, on behalf of the town.

_____
Notary Public, State of Texas

JOINDER OF LIENHOLDER

The undersigned, being the holder of one or more liens against the Easement Property evidenced by:

[*Insert lien information, if applicable*]

hereby consents to the execution of the foregoing Easement and agrees that in the event of a foreclosure of the Easement Property or any portion thereof and/or the underlying property or any portion thereof (or deed in lieu thereof), the Easement will remain in full force and effect and shall not be extinguished by such foreclosure (or deed in lieu thereof).

_____,
a _____

By: _____
Printed Name: _____
Date: _____

STATE OF _____ §
COUNTY OF _____ §

BEFORE ME, the undersigned authority, on this day personally appeared _____; known to me to be the person whose name is subscribed to the foregoing instrument; he/she acknowledged to me that he/she executed said instrument for the purposes and consideration therein expressed and in the capacity therein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this ____ day of _____, 2019.

_____
Notary Public in and for the State of _____
My commission expires: _____

EXHIBIT A
LEGAL DESCRIPTION AND DEPICTION OF EASEMENT PROPERTY

Drainage Easement Tract 1

Being a 0.048 acre tract of land situated in the Louisa Netherly Survey, Abstract Number 962, Denton County, Texas and being a portion of a called 5.515 acre tract of land to Corona Artesia LLC as recorded in Document Number 2008-34098 of the Official Public Records of Denton County, Texas and being more particularly described by metes and bounds as follows;

COMMENCING at a wood cross tie fence post found lying on the south line of a gravel road known as Harper Road for the northwest corner of a called 8.920 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150409 of the Official Public Records of Denton County, Texas, same being the southwest corner of a called 0.330 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150410 of the Official Public Records of Denton County, Texas also lying on the east line of Artesia Phase 1A, an addition to the Town of Prosper, Denton County, Texas as recorded in Cabinet X, Page 14 of the Official Public Records of Denton County, Texas

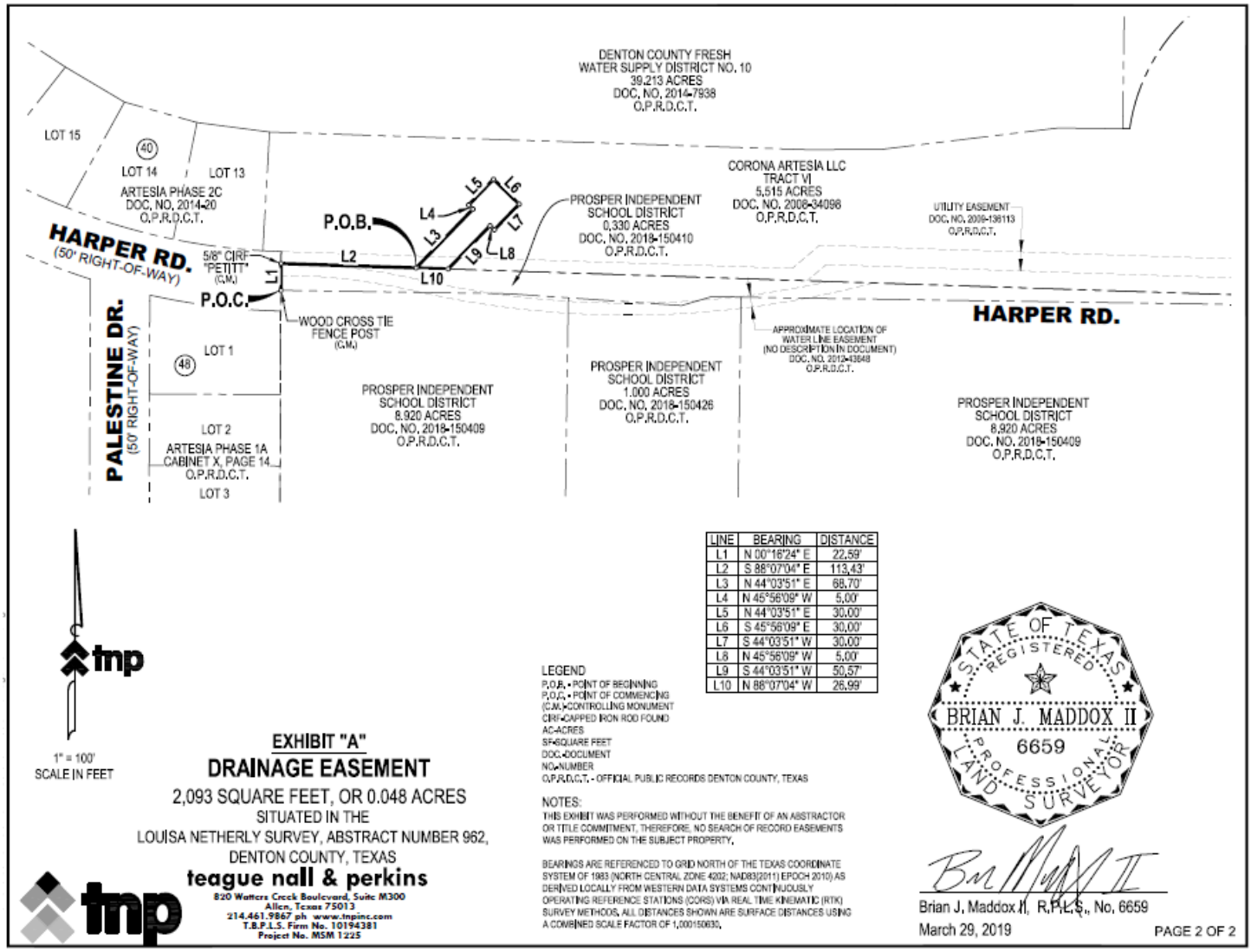
THENCE North 00 degrees 16 minutes 24 seconds East along the east line of said Artesia Phase 1A and the west line of said 0.330 acre tract, a distance of 22.59 feet to a 1/2 inch iron rod with cap stamped "PETITT" found for the northwest corner of said 0.330 acre tract and the southwest corner of said 5.515 acre tract;

THENCE South 88 degrees 07 minutes 04 seconds East along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 113.43 feet to the POINT OF BEGINNING of the herein described tract;

THENCE departing said last mentioned common line and through the interior of said 5.515 acre tract the following courses and distances;

North 44 degrees 03 minutes 51 seconds East, a distance of 68.70 feet to a point for corner;
North 45 degrees 56 minutes 09 seconds West, a distance of 5.00 feet to a point for corner;
North 44 degrees 03 minutes 51 seconds East, a distance of 30.00 feet to a point for corner;
South 45 degrees 56 minutes 09 seconds East, a distance of 30.00 feet to a point for corner;
South 44 degrees 03 minutes 51 seconds West, a distance of 30.00 feet to a point for corner;
North 45 degrees 56 minutes 09 seconds West, a distance of 5.00 feet to a point for corner;
South 44 degrees 03 minutes 51 seconds West, a distance of 50.57 feet to a point for corner lying on the aforementioned common line of said 5.515 acre tract and said 0.330 acre tract;

THENCE North 88 degrees 07 minutes 04 seconds West along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 26.99 feet to the POINT OF BEGINNING containing 2,093 square Feet, or 0.048 of an acre of land.



LINE	BEARING	DISTANCE
L1	N 00°16'24" E	22.59'
L2	S 88°07'04" E	113.43'
L3	N 44°03'51" E	68.70'
L4	N 45°56'09" W	5.00'
L5	N 44°03'51" E	30.00'
L6	S 45°56'09" E	30.00'
L7	S 44°03'51" W	30.00'
L8	N 45°56'09" W	5.00'
L9	S 44°03'51" W	50.57'
L10	N 88°07'04" W	26.99'

1" = 100'
SCALE IN FEET

EXHIBIT "A"

DRAINAGE EASEMENT

2,093 SQUARE FEET, OR 0.048 ACRES
SITUATED IN THE
LOUISA NETHERLY SURVEY, ABSTRACT NUMBER 962,
DENTON COUNTY, TEXAS

teague nall & perkins

820 Watters Creek Boulevard, Suite M300
Allen, Texas 75013
214.461.9867 ph www.tnpinc.com
T.B.P.L.S. Firm No. 10194381
Project No. MSM 1225

LEGEND
P.O.B. - POINT OF BEGINNING
P.O.C. - POINT OF COMMENCING
(C.M.)-CONTROLLING MONUMENT
CIRF-CAPPED IRON ROD FOUND
AC-ACRES
SF-SQUARE FEET
DOC.-DOCUMENT
NO.-NUMBER
O.P.R.D.C.T. - OFFICIAL PUBLIC RECORDS DENTON COUNTY, TEXAS

NOTES:
THIS EXHIBIT WAS PERFORMED WITHOUT THE BENEFIT OF AN ABSTRACTOR OR TITLE COMMITMENT, THEREFORE, NO SEARCH OF RECORD EASEMENTS WAS PERFORMED ON THE SUBJECT PROPERTY.

BEARINGS ARE REFERENCED TO GRID NORTH OF THE TEXAS COORDINATE SYSTEM OF 1983 (NORTH CENTRAL ZONE 4202; NAD83(2011) EPOCH 2010) AS DERIVED LOCALLY FROM WESTERN DATA SYSTEMS CONTINUOUSLY OPERATING REFERENCE STATIONS (CORS) VIA REAL TIME KINEMATIC (RTK) SURVEY METHODS. ALL DISTANCES SHOWN ARE SURFACE DISTANCES USING A COMBINED SCALE FACTOR OF 1.00015030.

STATE OF TEXAS
REGISTERED
BRIAN J. MADDOX II
6659
PROFESSIONAL
LAND SURVEYOR

Brian J. Maddox II, R.P.L.S., No. 6659
March 29, 2019

PAGE 2 OF 2

13106261.6

Drainage Easement Tract 2

Being a 0.034 acre tract of land situated in the Louisa Netherly Survey, Abstract Number 962, Denton County, Texas and being a portion of a called 5.515 acre tract of land to Corona Artesia LLC as recorded in Document Number 2008-34098 of the Official Public Records of Denton County, Texas and being more particularly described by metes and bounds as follows;

COMMENCING at a wood cross tie fence post found lying on the south line of a gravel road known as Harper Road for the northwest corner of a called 8.920 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150409 of the Official Public Records of Denton County, Texas, same being the southwest corner of a called 0.330 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150410 of the Official Public Records of Denton County, Texas also lying on the east line of Artesia Phase 1A, an addition to the Town of Prosper, Denton County, Texas as recorded in Cabinet X, Page 14 of the Official Public Records of Denton County, Texas

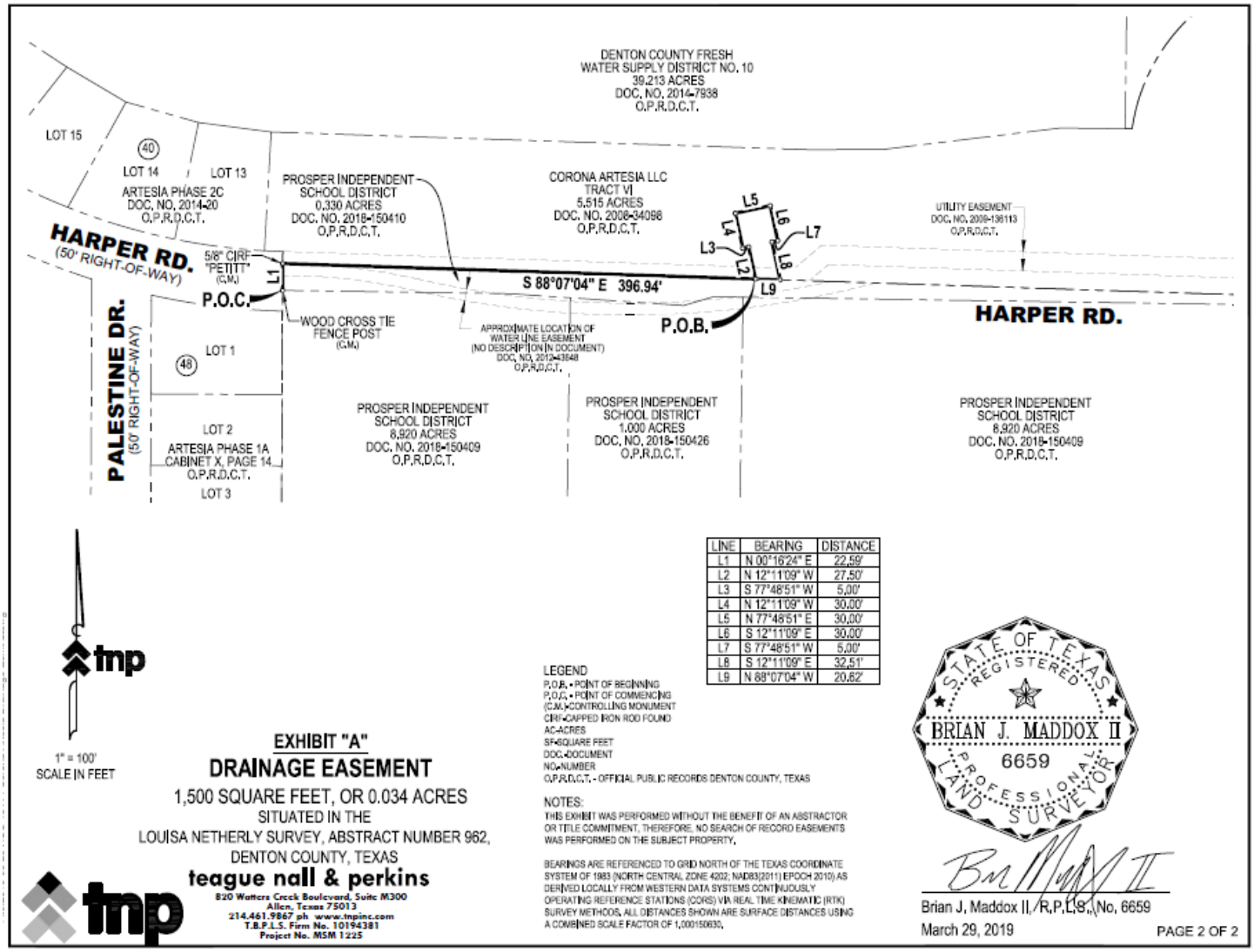
THENCE North 00 degrees 16 minutes 24 seconds East along the east line of said Artesia Phase 1A and the west line of said 0.330 acre tract, a distance of 22.59 feet to a 1/2 inch iron rod with cap stamped "PETITT" found for the northwest corner of said 0.330 acre tract and the southwest corner of said 5.515 acre tract;

THENCE South 88 degrees 07 minutes 04 seconds East along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 396.94 feet to the POINT OF BEGINNING of the herein described tract;

THENCE departing said last mentioned common line and through the interior of said 5.515 acre tract the following courses and distances;

North 12 degrees 11 minutes 09 seconds West, a distance of 27.50 feet to a point for corner;
South 77 degrees 48 minutes 51 seconds West, a distance of 5.00 feet to a point for corner;
North 12 degrees 11 minutes 09 seconds West, a distance of 30.00 feet to a point for corner;
North 77 degrees 48 minutes 51 seconds East, a distance of 30.00 feet to a point for corner;
South 12 degrees 11 minutes 09 seconds East, a distance of 30.00 feet to a point for corner;
South 77 degrees 48 minutes 51 seconds West, a distance of 5.00 feet to a point for corner;
South 12 degrees 11 minutes 09 seconds East, a distance of 32.51 feet to a point for corner lying on the aforementioned common line of said 5.515 acre tract and said 0.330 acre tract;

THENCE North 88 degrees 07 minutes 04 seconds West along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 20.62 feet to the POINT OF BEGINNING containing 1,500 square Feet, or 0.034 of an acre of land.



LINE	BEARING	DISTANCE
L1	N 00°16'24" E	22.59'
L2	N 12°11'09" W	27.50'
L3	S 77°48'51" W	5.00'
L4	N 12°11'09" W	30.00'
L5	N 77°48'51" E	30.00'
L6	S 12°11'09" E	30.00'
L7	S 77°48'51" W	5.00'
L8	S 12°11'09" E	32.51'
L9	N 88°07'04" W	20.62'

1" = 100'
SCALE IN FEET

EXHIBIT "A"

DRAINAGE EASEMENT

1,500 SQUARE FEET, OR 0.034 ACRES
SITUATED IN THE
LOUISA NETHERLY SURVEY, ABSTRACT NUMBER 962,
DENTON COUNTY, TEXAS

LEGEND
P.O.B. - POINT OF BEGINNING
P.O.C. - POINT OF COMMENCING
(C.M.)-CONTROLLING MONUMENT
CIRF-CAPPED IRON ROD FOUND
AC-ACRES
SF-SQUARE FEET
DOC.-DOCUMENT
NO.-NUMBER
O.P.R.D.C.T. - OFFICIAL PUBLIC RECORDS DENTON COUNTY, TEXAS

NOTES:
THIS EXHIBIT WAS PERFORMED WITHOUT THE BENEFIT OF AN ABSTRACTOR OR TITLE COMMITMENT, THEREFORE, NO SEARCH OF RECORD EASEMENTS WAS PERFORMED ON THE SUBJECT PROPERTY.

BEARINGS ARE REFERENCED TO GRID NORTH OF THE TEXAS COORDINATE SYSTEM OF 1983 (NORTH CENTRAL ZONE 4202; NAD83(2011) EPOCH 2010) AS DERIVED LOCALLY FROM WESTERN DATA SYSTEMS CONTINUOUSLY OPERATING REFERENCE STATIONS (CORS) VIA REAL TIME KINEMATIC (RTK) SURVEY METHODS. ALL DISTANCES SHOWN ARE SURFACE DISTANCES USING A COMBINED SCALE FACTOR OF 1.00015030.

STATE OF TEXAS
REGISTERED
BRIAN J. MADDOX II
6659
PROFESSIONAL
LAND SURVEYOR

Brian J. Maddox II, R.P.L.S., No. 6659
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PAGE 2 OF 2

13106261.6

EXHIBIT "B"
FORM OF THE TEMPORARY CONSTRUCTION AND GRADING EASEMENT

(see attached)

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVERS' LICENSE NUMBER.

TEMPORARY CONSTRUCTION AND GRADING EASEMENT

STATE OF TEXAS

KNOW ALL MEN BY THESE PRESENTS:

COUNTY OF DENTON

That **CORONA ARTESIA LLC**, a Texas limited liability company ("Grantor"), whether one or more, for and in consideration of the sum of TEN DOLLARS ($10.00) cash in hand to Grantor paid by the **PROSPER INDEPENDENT SCHOOL DISTRICT**, a Texas independent school district ("Grantee"), the receipt and sufficiency of which are hereby acknowledged, and for which no lien is retained, either expressed or implied, does hereby GRANT, SELL AND CONVEY unto Grantee, subject to the terms and conditions herein, a temporary construction and grading easement (the "Temporary Construction and Grading Easement") and temporary right to use certain real property owned by Grantor and located in Denton County, Texas, as more particularly described and depicted in Exhibit A, attached hereto and incorporated herein for all purposes ("Temporary Construction and Grading Easement Property"), for the purpose of facilitating construction of drainage facilities and other public facilities, together with all incidental improvements, and all necessary laterals, thereto (hereinafter collectively referred to as the "Facilities"). As part of the grant hereby made, it is agreed between the parties hereto that any stone, earth, gravel or caliche which may be excavated in the opening, construction or maintenance of said channel or Temporary Construction and Grading Easement may be removed from said premises by Grantee.

TO HAVE AND TO HOLD the Temporary Construction and Grading Easement unto the said Grantee, Grantee's successors, and assigns until expiration of this Temporary Construction and Grading Easement by its own terms.

Grantor does hereby bind itself and its successors to WARRANT AND FOREVER DEFEND all and singular the Temporary Construction and Grading Easement unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by, through or under Grantor, but not otherwise.

If Grantee is unable to access the Temporary Construction and Grading Easement Property due to physical barriers or conditions, then Grantee shall have, and is hereby granted, the right of ingress and egress over that portion of the Grantor's adjacent property within fifteen feet (15') of the Temporary Construction and Grading Easement Property, as applicable, as is reasonably necessary to and for the limited purpose of accessing the Temporary Construction and Grading Easement Property, as applicable.

Grantor represents and warrants to Grantee that Grantor is the sole owner of the fee simple title to the Temporary Construction and Grading Easement Property subject to all matters of record affecting the Temporary Construction and Grading Easement Property. Grantor does hereby represent and warrant that there are no liens, attachments or other encumbrances which will prevent the Grantor from conveying this Temporary Construction and Grading Easement to the Grantee for the purposes as described herein. If such condition does exist, a signature with acknowledgment shall be included and made a part of this document conveying the rights and privileges contained herein and subordinating any such lien to the Temporary Construction and Grading Easement granted herein.

This instrument shall not be considered as a deed to the Temporary Construction and Grading Easement Property or any part thereof, and the right is hereby reserved to Grantor, its successors and assigns, to use the Temporary Construction and Grading Easement Property; provided, however, that in no event shall Grantee erect a wall, structure or building of any type or any piling, pier or isolated footing of any wall, structure or building directly on the Temporary Construction and Grading Easement Property during the term of the Temporary Construction and Grading Easement.

The easement rights and privileges granted herein are non-exclusive, but Grantor covenants that Grantor will not convey any other easement or conflicting rights within the Temporary Construction and Grading Easement Property or the area covered by this grant which unreasonably interfere with Grantee's rights granted herein and provided that all such other grants comply with all applicable local, state and federal laws, ordinances, rules, regulations and/or requirements, as they exist, may be amended or in the future arising.

The Temporary Construction and Grading Easement granted herein will automatically terminate on the date twenty-four (24) months from the date that construction is complete for the school located on Grantee's tract of land that is adjacent to the Grantor's tract of land that contains the Temporary Construction and Grading Easement Property; provided, however, that should Grantee reasonably need additional time for the Temporary Construction and Grading Easement to remain in full force and effect to complete the construction proposed in this Temporary Construction and Grading Easement, Grantor shall be required to extend the date of termination of the Temporary Construction and Grading Easement accordingly for up to 90 days and any extension requests thereafter shall be subject to Grantor's approval, which such approval shall not be unreasonably withheld by Grantor.

Grantor represents that all appropriate and necessary actions have been taken to authorize the individual who is executing this instrument to do so for and on behalf of Grantor, that there are no other parties or entities required to execute this instrument in order for the same to be an authorized and binding agreement on Grantor and that the individual affixing his or her signature hereto is authorized to do so, and such authorization is valid and effective on the date hereof.

It is understood and agreed that the consideration received by Grantor hereunder includes adequate compensation for the grant of the rights hereunder. Grantee shall, to the extent allowed by law, indemnify and hold harmless Grantor from and against all damages losses, costs (including attorney's fees), or other claims arising out of the construction, reconstruction, repair, operation and maintenance of sanitary sewer or other public facilities, personal injury or other harm to third parties, environmental harm, as well as all damages, if any, to Grantor's property in each case which may occur in the future resulting from Grantee's exercise of any rights granted herein.

Prior to Grantee's (or its agents') entry onto the Easement Property, Grantee or Grantee's agent, which shall include, but not be limited to, Grantee's contractor, shall provide evidence of insurance coverages held by Grantee's contractor (and covering access by Grantee and its agents, to the extent such parties actually access the Easement Property) that are reasonably satisfactory to Grantor (and naming Grantor as an additional insured) and Grantee's contractor shall maintain such insurance in connection with all entries onto the property of Grantor pursuant to this agreement.

This instrument shall be binding on, and inure to the benefit of, Grantee and Grantor and their respective successors or assigns.

This instrument may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

[*Signature Page to Follow*]

EXECUTED on the dates appearing in the acknowledgements below, however, to be effective on this ___ day of _____, 2019.

GRANTOR:

CORONA ARTESIA LLC,
a Delaware limited liability company

By: _____
Print Name: _____
Title: _____

Date of Execution: _____

AGREED AND ACCEPTED:
PROSPER INDEPENDENT SCHOOL DISTRICT

By: _____
Drew Watkins, Superintendent

STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on this _____ day of _____, 2019, by _____, _____ of CORONA ARTESIA LLC, a _____ limited liability company, on behalf of the limited liability company.

_____
Notary Public, State of Texas

STATE OF TEXAS §
§
COUNTY OF COLLIN §

This instrument was acknowledged before me on this _____ day of _____, 2019, by DR. DREW WATKINS, Superintendent of PROSPER INDEPENDENT SCHOOL DISTRICT, a Texas independent school district, on behalf of the district.

_____
Notary Public, State of Texas

JOINDER OF LIENHOLDER

The undersigned, being the holder of one or more liens against the Easement Property evidenced by:

[*Insert lien information, if applicable*]

hereby consents to the execution of the foregoing Easement and agrees that in the event of a foreclosure of the Temporary Easement Property or any portion thereof and/or the underlying property or any portion thereof (or deed in lieu thereof), the Easement will remain in full force and effect and shall not be extinguished by such foreclosure (or deed in lieu thereof).

_____,
a _____

By: _____
Printed Name: _____
Date: _____

STATE OF _____ §
COUNTY OF _____ §

BEFORE ME, the undersigned authority, on this day personally appeared _____; known to me to be the person whose name is subscribed to the foregoing instrument; he/she acknowledged to me that he/she executed said instrument for the purposes and consideration therein expressed and in the capacity therein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this ____ day of _____, 2019.

_____
Notary Public in and for the State of _____
My commission expires: _____

13106261.6

EXHIBIT A
LEGAL DESCRIPTION AND DEPICTION OF TEMPORARY EASEMENT PROPERTY

Temporary Construction and Grading Easement Tract 1

Being a 0.889 acre tract of land situated in the Louisa Netherly Survey, Abstract Number 962, Denton County, Texas and being a portion of a called 5.515 acre tract of land to Corona Artesia LLC as recorded in Document Number 2008-34098 of the Official Public Records of Denton County, Texas and being more particularly described by metes and bounds as follows;

COMMENCING at a 1/2 inch iron rod with cap stamped "PETITT" found for the southeast corner of said 5.515 acre tract same being the southwest corner of a called 2.461 acre tract of land to Denton County Fresh Water Supply District No. 10 as recorded in Document Number 2006-144396 of the Official Public Records of Denton County, Texas and the northeast corner of a called 0.330 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150410 of the Official Public Records of Denton County, Texas and at the beginning of a curve to the left;

THENCE with said curve to the left along the common line of said 5.515 acre tract and said 2.461 acre tract having a radius of 75.00 feet, a central angle of 13 degrees 22 minutes 59 seconds, an arc length of 17.52 feet, a chord bearing of North 46 degrees 28 minutes 33 seconds West, a distance of 17.48 feet to a point for corner at the POINT OF BEGINNING of the herein described tract at the beginning of a reverse curve to the right;

THENCE departing said last mentioned common line and through the interior of said 5.515 acre tract the following courses and distances;

With said reverse curve to the right having a radius of 9.50 feet, a central angle of 12 degrees 51 minutes 49 seconds, an arc length of 2.13 feet, a chord bearing of South 86 degrees 29 minutes 36 seconds West, a distance of 2.13 feet to a point for corner;

North 89 degrees 08 minutes 13 seconds West, a distance of 319.06 feet to a point for corner;
North 00 degrees 50 minutes 51 seconds East, a distance of 5.00 feet to a point for corner;
North 89 degrees 09 minutes 09 seconds West, a distance of 20.00 feet to a point for corner;
South 00 degrees 50 minutes 51 seconds West, a distance of 5.00 feet to a point for corner;
North 89 degrees 09 minutes 09 seconds West, a distance of 144.88 feet to a point for corner at the beginning of a curve to the left;

With said curve to the left having a radius of 230.50 feet, a central angle of 07 degrees 54 minutes 17 seconds, an arc length of 31.80 feet, a chord bearing of South 86 degrees 53 minutes 43 seconds West, a distance of 31.77 feet to a point for corner lying on the common line of said 5.515 acre tract and said 0.330 acre tract;

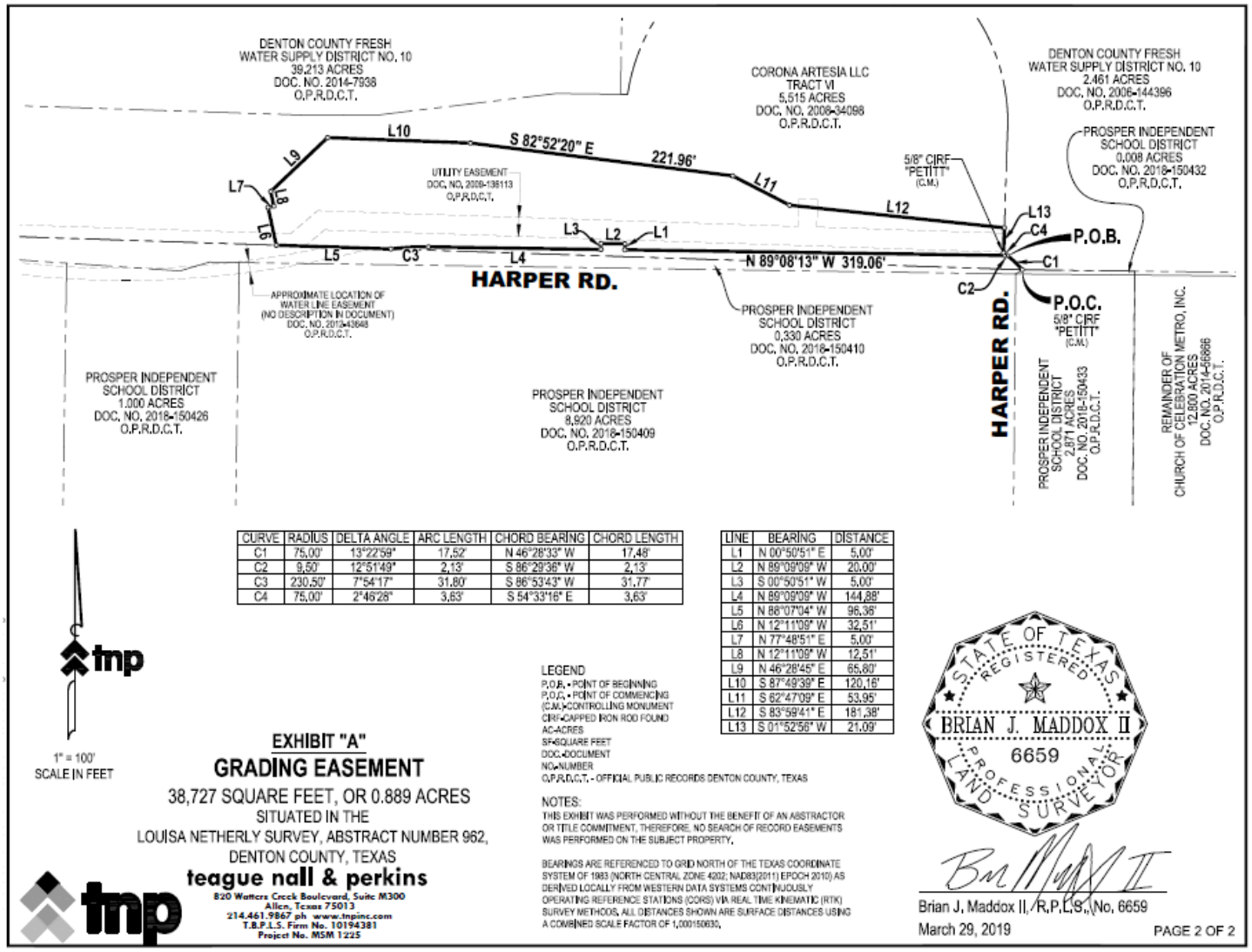
THENCE North 88 degrees 07 minutes 04 seconds West along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 96.36 feet to a point for corner;

THENCE departing said last mentioned common line and through the interior of said 5.515 acre tract the following courses and distances;

North 12 degrees 11 minutes 09 seconds West, a distance of 32.51 feet to a point for corner;
North 77 degrees 48 minutes 51 seconds East, a distance of 5.00 feet to a point for corner;
North 12 degrees 11 minutes 09 seconds West, a distance of 12.51 feet to a point for corner;
North 46 degrees 28 minutes 45 seconds East, a distance of 65.80 feet to a point for corner;
South 87 degrees 49 minutes 39 seconds East, a distance of 120.16 feet to a point for corner;
South 82 degrees 52 minutes 20 seconds East, a distance of 221.96 feet to a point for corner;
South 62 degrees 47 minutes 09 seconds East, a distance of 53.95 feet to a point for corner;
South 83 degrees 59 minutes 41 seconds East, a distance of 181.38 feet to a point for corner lying on the common line of said 5.515 acre tract and said 2.461 acre tract;

THENCE South 01 degrees 52 minutes 56 seconds West along the common line of said 5.515 acre tract and said 2.461 acre tract, a distance of 21.09 feet to a 1/2 inch iron rod with cap stamped "PETITT" found for corner at the beginning of a curve to the right;

THENCE with said curve to the right continuing along said last mentioned common line having a radius of 75.00 feet, a central angle of 02 degrees 46 minutes 28 seconds, an arc length of 3.63 feet, a chord bearing of South 54 degrees 33 minutes 16 seconds East, a distance of 3.63 feet to the POINT OF BEGINNING containing 38,727 square Feet, or 0.889 of an acre of land.



CURVE	RADIUS	DELTA ANGLE	ARC LENGTH	CHORD BEARING	CHORD LENGTH
C1	75.00'	13°22'59"	17.52'	N 46°28'33" W	17.48'
C2	9.50'	12°51'49"	2.13'	S 86°29'36" W	2.13'
C3	230.50'	7°54'17"	31.80'	S 86°53'43" W	31.77'
C4	75.00'	2°46'28"	3.63'	S 54°33'16" E	3.63'

LINE	BEARING	DISTANCE
L1	N 00°50'51" E	5.00'
L2	N 89°09'09" W	20.00'
L3	S 00°50'51" W	5.00'
L4	N 89°09'09" W	144.88'
L5	N 86°07'04" W	96.36'
L6	N 12°11'09" W	32.51'
L7	N 77°48'51" E	5.00'
L8	N 12°11'09" W	12.51'
L9	N 46°28'45" E	65.80'
L10	S 87°49'39" E	120.16'
L11	S 82°47'09" E	53.95'
L12	S 83°59'41" E	181.38'
L13	S 01°52'56" W	21.09'

1" = 100'
SCALE IN FEET

EXHIBIT "A"

GRADING EASEMENT

38,727 SQUARE FEET, OR 0.889 ACRES
SITUATED IN THE
LOUISA NETHERLY SURVEY, ABSTRACT NUMBER 962,
DENTON COUNTY, TEXAS

LEGEND
P.O.B. - POINT OF BEGINNING
P.O.C. - POINT OF COMMENCING
(C.M.)-CONTROLLING MONUMENT
CIRF-CAPPED IRON ROD FOUND
AC-ACRES
SF-SQUARE FEET
DOC.-DOCUMENT
NO.-NUMBER
O.P.R.D.C.T. - OFFICIAL PUBLIC RECORDS DENTON COUNTY, TEXAS

NOTES:
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BEARINGS ARE REFERENCED TO GRID NORTH OF THE TEXAS COORDINATE SYSTEM OF 1983 (NORTH CENTRAL ZONE 4202; NAD83(2011) EPOCH 2010) AS DERIVED LOCALLY FROM WESTERN DATA SYSTEMS CONTINUOUSLY OPERATING REFERENCE STATIONS (CORS) VIA REAL TIME KINEMATIC (RTK) SURVEY METHODS. ALL DISTANCES SHOWN ARE SURFACE DISTANCES USING A COMBINED SCALE FACTOR OF 1.000150630.

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STATE OF TEXAS
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LAND SURVEYOR

Brian J. Maddox II, R.P.L.S., No. 6659
March 29, 2019

PAGE 2 OF 2

13106261.6

Temporary Construction and Grading Easement Tract 2

Being a 0.126 acre tract of land situated in the Louisa Netherly Survey, Abstract Number 962, Denton County, Texas and being a portion of a called 5.515 acre tract of land to Corona Artesia LLC as recorded in Document Number 2008-34098 of the Official Public Records of Denton County, Texas and being more particularly described by metes and bounds as follows;

COMMENCING at a wood cross tie fence post found lying on the south line of a gravel road known as Harper Road for the northwest corner of a called 8.920 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150409 of the Official Public Records of Denton County, Texas, same being the southwest corner of a called 0.330 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150410 of the Official Public Records of Denton County, Texas also lying on the east line of Artesia Phase 1A, an addition to the Town of Prosper, Denton County, Texas as recorded in Cabinet X, Page 14 of the Official Public Records of Denton County, Texas

THENCE North 00 degrees 16 minutes 24 seconds East along the east line of said Artesia Phase 1A and the west line of said 0.330 acre tract, a distance of 22.59 feet to a 1/2 inch iron rod with cap stamped "PETITT" found for the northwest corner of said 0.330 acre tract and the southwest corner of said 5.515 acre tract;

THENCE South 88 degrees 07 minutes 04 seconds East along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 140.42 feet to a point for corner at the POINT OF BEGINNING of the herein described tract;

THENCE departing said last mentioned common line and through the interior of said 5.515 acre tract the following courses and distances;

North 44 degrees 03 minutes 51 seconds East, a distance of 50.57 feet to a point for corner;
South 45 degrees 56 minutes 09 seconds East, a distance of 5.00 feet to a point for corner;
North 44 degrees 03 minutes 51 seconds East, a distance of 4.33 feet to a point for corner at the beginning of a curve to the left;

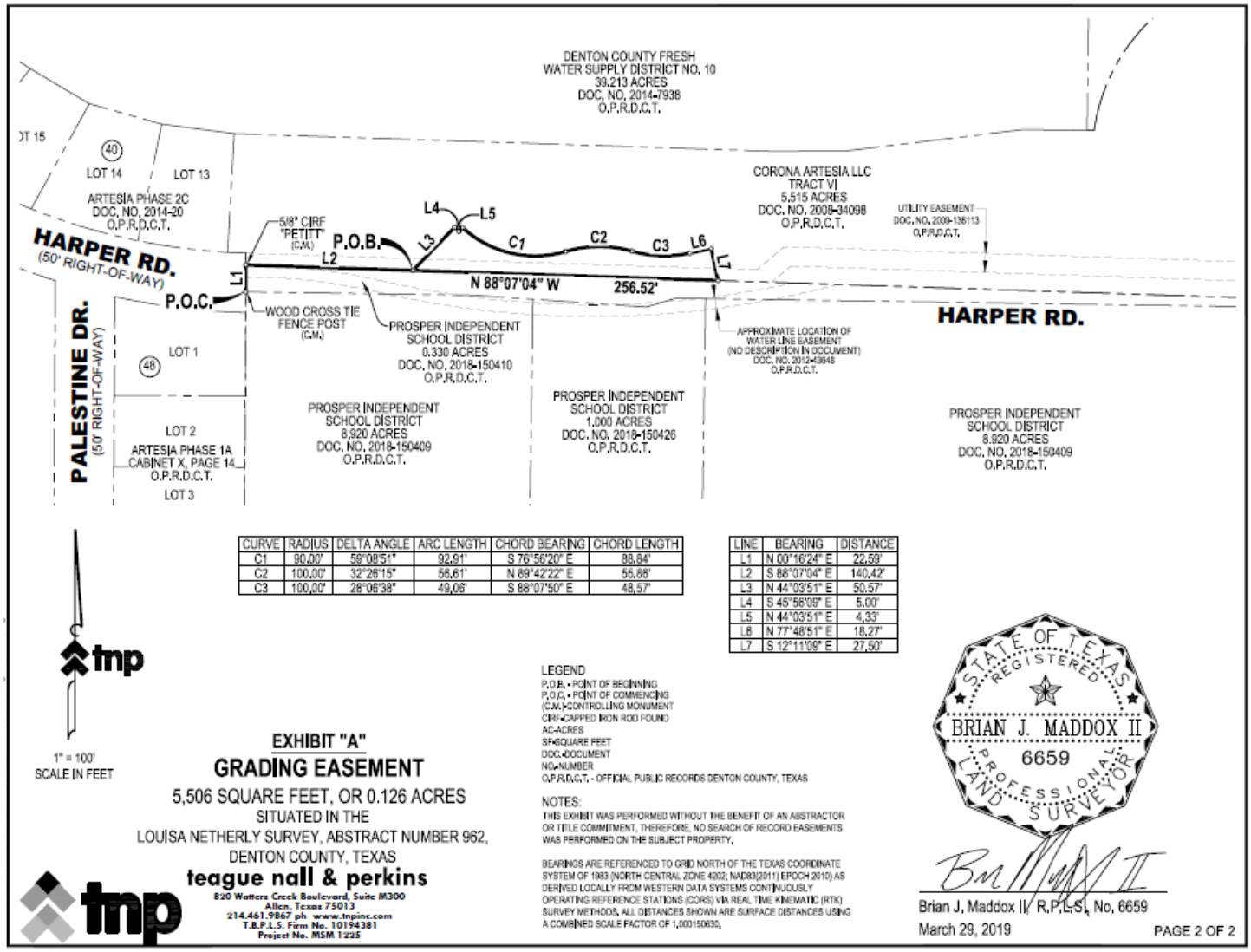
With said curve to the left having a radius of 90.00 feet, a central angle of 59 degrees 08 minutes 51 seconds, an arc length of 92.91 feet, a chord bearing of South 76 degrees 56 minutes 20 seconds East, a distance of 88.84 feet to a point for corner at the beginning of a reverse curve to the right;

With said reverse curve to the right having a radius of 100.00 feet, a central angle of 32 degrees 26 minutes 15 seconds, an arc length of 56.61 feet, a chord bearing of North 89 degrees 42 minutes 22 seconds East, a distance of 55.86 feet to a point for corner at the beginning of a reverse curve to the left;

With said reverse curve to the left having a radius of 100.00 feet, a central angle of 28 degrees 06 minutes 38 seconds, an arc length of 49.06 feet, a chord bearing of South 88 degrees 07 minutes 50 seconds East, a distance of 48.57 feet to a point for corner;

North 77 degrees 48 minutes 51 seconds East, a distance of 18.27 feet to a point for corner;
South 12 degrees 11 minutes 09 seconds East, a distance of 27.50 feet to a point for corner lying on the aforementioned common line of said 5.515 acre tract and said 0.330 acre tract;

THENCE North 88 degrees 07 minutes 04 seconds West along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 256.52 feet to the POINT OF BEGINNING containing 5,506 square Feet, or 0.126 of an acre of land.



CURVE	RADIUS	DELTA ANGLE	ARC LENGTH	CHORD BEARING	CHORD LENGTH
C1	90.00'	59°08'51"	92.91'	S 76°56'20" E	88.84'
C2	100.00'	32°26'15"	56.61'	N 89°42'22" E	55.86'
C3	100.00'	28°06'38"	49.06'	S 88°07'50" E	48.57'

LINE	BEARING	DISTANCE
L1	N 00°16'24" E	22.59'
L2	S 88°07'04" E	140.42'
L3	N 44°03'51" E	50.57'
L4	S 45°56'09" E	5.00'
L5	N 44°03'51" E	4.33'
L6	N 77°48'51" E	18.27'
L7	S 12°11'09" E	27.50'

1" = 100'
SCALE IN FEET

EXHIBIT "A"

GRADING EASEMENT

5,506 SQUARE FEET, OR 0.126 ACRES
SITUATED IN THE
LOUISA NETHERLY SURVEY, ABSTRACT NUMBER 962,
DENTON COUNTY, TEXAS

teague nall & perkins

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LEGEND
P.O.B. - POINT OF BEGINNING
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CIRF-CAPPED IRON ROD FOUND
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DOC.-DOCUMENT
NO.-NUMBER
O.P.R.D.C.T. - OFFICIAL PUBLIC RECORDS DENTON COUNTY, TEXAS

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Brian J. Maddox II, R.P.L.S. No. 6659
March 29, 2019

PAGE 2 OF 2

13106261.6

Temporary Construction and Grading Easement Tract 3

Being a 0.071 acre tract of land situated in the Louisa Netherly Survey, Abstract Number 962, Denton County, Texas and being a portion of a called 5.515 acre tract of land to Corona Artesia LLC as recorded in Document Number 2008-34098 of the Official Public Records of Denton County, Texas and being more particularly described by metes and bounds as follows;

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THENCE North 00 degrees 16 minutes 24 seconds East along the east line of said Artesia Phase 1A and the west line of said 0.330 acre tract, a distance of 22.59 feet to a 1/2 inch iron rod with cap stamped "PETITT" found for the northwest corner of said 0.330 acre tract and the southwest corner of said 5.515 acre tract at the POINT OF BEGINNING of the herein described tract;

THENCE North 00 degrees 16 minutes 24 seconds East continuing along the east line of said Artesia Phase 1A and starting along the west line of said 5.515 acre tract, a distance of 10.00 feet to a 1/2 inch iron rod with cap stamped "PETITT" found for the northeast corner of said Artesia Phase 1A;

THENCE departing the west line of said 5.515 acre tract and through the interior of same the following courses and distances;

South 89 degrees 43 minutes 36 seconds East, a distance of 44.35 feet to a point for corner at the beginning of a curve to the left;

With said curve to the left having a radius of 120.00 feet, a central angle of 46 degrees 12 minutes 32 seconds, an arc length of 96.78 feet, a chord bearing of North 67 degrees 10 minutes 08 seconds East, a distance of 94.18 feet to a point for corner;

North 44 degrees 03 minutes 51 seconds East, a distance of 20.33 feet to a point for corner;
South 45 degrees 56 minutes 09 seconds East, a distance of 22.00 feet to a point for corner;
South 44 degrees 03 minutes 51 seconds West, a distance of 68.70 feet to a point for corner lying on the common line of said 5.515 acre tract and said 0.330 acre tract;

THENCE North 88 degrees 07 minutes 04 seconds West along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 113.43 feet to the POINT OF BEGINNING containing 3,076 square Feet, or 0.071 of an acre of land.

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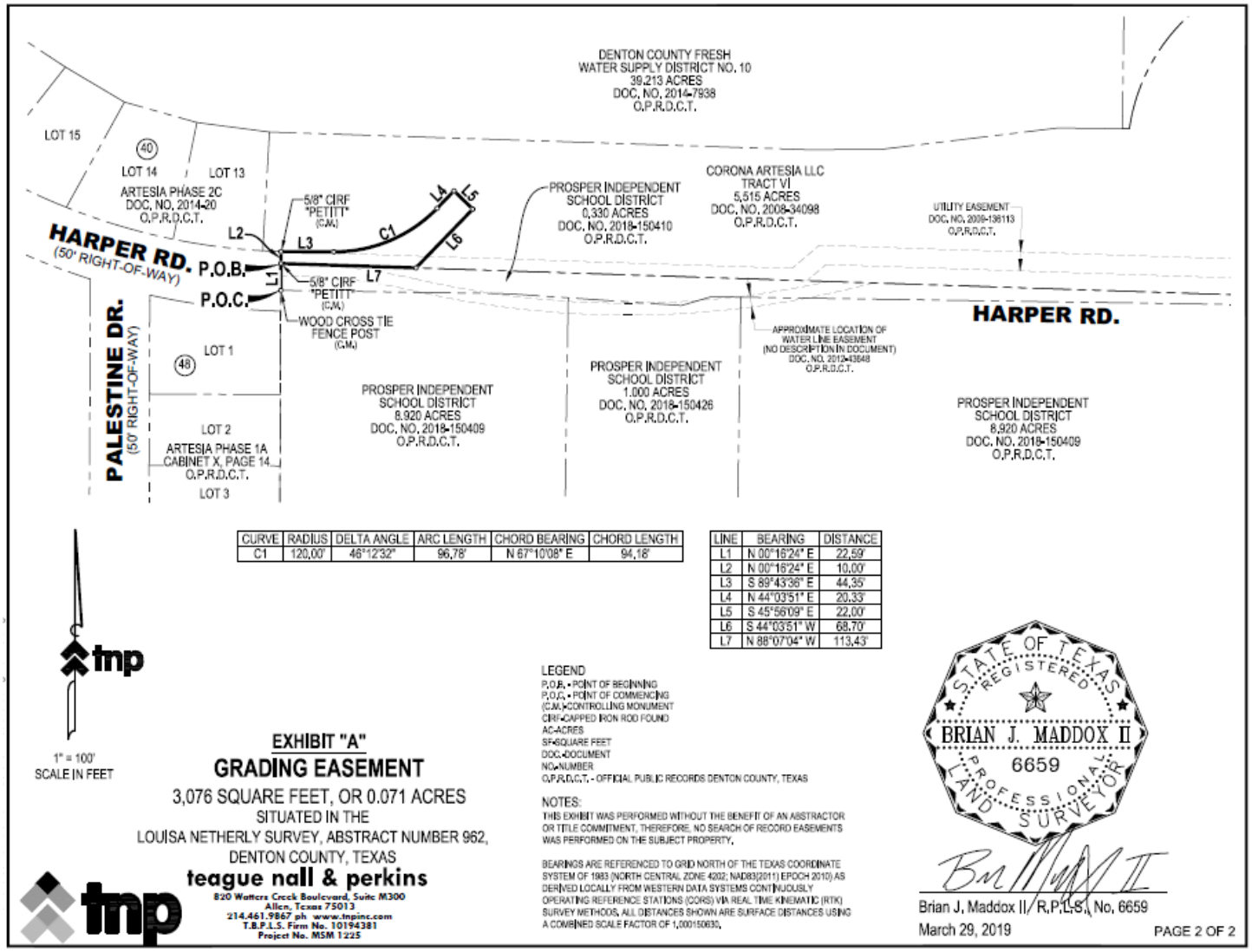

CURVE	RADIUS	DELTA ANGLE	ARC LENGTH	CHORD BEARING	CHORD LENGTH
C1	120.00'	46°12'32"	96.78'	N 67°10'08" E	94.18'

LINE	BEARING	DISTANCE
L1	N 00°16'24" E	22.59'
L2	N 00°16'24" E	10.00'
L3	S 89°43'36" E	44.35'
L4	N 44°03'51" E	20.33'
L5	S 45°56'09" E	22.00'
L6	S 44°03'51" W	68.70'
L7	N 88°07'04" W	113.43'

1" = 100'
SCALE IN FEET

EXHIBIT "A"

GRADING EASEMENT

3,076 SQUARE FEET, OR 0.071 ACRES
SITUATED IN THE
LOUISA NETHERLY SURVEY, ABSTRACT NUMBER 962,
DENTON COUNTY, TEXAS

teague nall & perkins
820 Watters Creek Boulevard, Suite M300
Allen, Texas 75013
214.461.9867 ph www.tnpinc.com
T.B.P.L.S. Firm No. 10194381
Project No. MSM 1225

LEGEND
P.O.B. - POINT OF BEGINNING
P.O.C. - POINT OF COMMENCING
(C.M.)-CONTROLLING MONUMENT
CIRF-CAPPED IRON ROD FOUND
AC-ACRES
SF-SQUARE FEET
DOC.-DOCUMENT
NO.-NUMBER
O.P.R.D.C.T. - OFFICIAL PUBLIC RECORDS DENTON COUNTY, TEXAS

NOTES:
THIS EXHIBIT WAS PERFORMED WITHOUT THE BENEFIT OF AN ABSTRACTOR OR TITLE COMMITMENT, THEREFORE, NO SEARCH OF RECORD EASEMENTS WAS PERFORMED ON THE SUBJECT PROPERTY.

BEARINGS ARE REFERENCED TO GRID NORTH OF THE TEXAS COORDINATE SYSTEM OF 1983 (NORTH CENTRAL ZONE 4202; NAD83(2011) EPOCH 2010) AS DERIVED LOCALLY FROM WESTERN DATA SYSTEMS CONTINUOUSLY OPERATING REFERENCE STATIONS (CORS) VIA REAL TIME KINEMATIC (RTK) SURVEY METHODS. ALL DISTANCES SHOWN ARE SURFACE DISTANCES USING A COMBINED SCALE FACTOR OF 1.000150930.

STATE OF TEXAS
REGISTERED
BRIAN J. MADDOX II
6659
PROFESSIONAL
LAND SURVEYOR

Brian J. Maddox II, R.P.L.S. No. 6659
March 29, 2019

PAGE 2 OF 2

13106261.6

EXHIBIT "C"
FORM OF THE FIRE LANE EASEMENT

(see attached)

"NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS AN INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVERS' LICENSE NUMBER."

FIRE LANE, ACCESS, DRAINAGE AND UTILITY EASEMENT

STATE OF TEXAS	§	
	§	KNOW ALL MEN BY THESE PRESENTS
COUNTY OF DENTON	§	

That ***CORONA ARTESIA LLC***, a Delaware limited liability company ("Grantor"), whether one or more, for and in consideration of the sum of TEN DOLLARS ($10.00) cash in hand to Grantor paid by the ***TOWN OF PROSPER***, a Texas home-rule municipality ("Grantee"), the receipt and sufficiency of which are hereby acknowledged, does hereby GRANT, SELL AND CONVEY unto Grantee, subject to the terms and conditions herein, the easement and right to construct, reconstruct, operate, repair, enlarge, re-build, replace, relocate, alter, remove and perpetually maintain fire lane, access and Grantee-owned facilities, as well as utility facilities owned by the Town of Prosper, Texas ("Facilities"), together with all incidental improvements, and all necessary laterals in, upon and across certain real property owned by Grantor and located in the Denton County, Texas, as more particularly described in and depicted on Exhibit A attached hereto and incorporated herein for all purposes ("Easement Property"). As part of the grant hereby made, it is agreed between the parties hereto that any stone, earth, gravel or caliche which may be excavated in the opening, construction or maintenance of said channel or drainage easement may be removed from said premises by Grantee.

TO HAVE AND TO HOLD the same unto the Grantee, its successors and assigns, together with the right and privilege at all times to enter the Easement Property, or any part thereof, for the purpose of constructing, reconstructing, operating, repairing, re-building,

replacing, relocating, altering, removing and maintaining the Facilities, and all incidental improvements and for making connections therewith; provided that Grantee shall use reasonable efforts to minimize disruption to Grantor's property within and adjacent to the Easement Property and Grantor's business operations and shall comply with the other terms and conditions set forth herein.

Grantor does hereby bind itself and its successors to WARRANT AND FOREVER DEFEND all and singular the Easement Property unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof, by, through or under Grantor, but not otherwise.

Grantee, its successors and assigns, shall have the right, but not the obligation, to construct, reconstruct and perpetually maintain additional Facilities at all times in the future within the Easement Property; provided that Grantee shall use reasonable efforts to minimize disruption to Grantor's property within and adjacent to the Easement Property and Grantor's business operations and shall comply with the other terms and conditions set forth herein. If Grantee is unable to access the Easement Property due to physical barriers or conditions, then Grantee shall have, and is hereby granted, the right of ingress and egress over that portion of the Grantor's adjacent property within fifteen feet (15') of the Easement Property as is reasonably necessary to and for the limited purpose of accessing the Easement Property; provided that Grantee shall use reasonable efforts to minimize disruption to Grantor's property within and adjacent to the Easement Property and Grantor's business operations and shall comply with the other terms and conditions set forth herein.

The Easement Property shall remain open at all times. No obstruction to the natural flow of storm water run-off shall be permitted by construction of any type of building, fence or any

other structure within the Easement Property, unless approved by Grantee. Provided, however, it is understood that in the event it becomes necessary for Grantee to consider channelizing or erecting any type of drainage structure in order to improve the storm drainage, then in such event, Grantee shall have the right, but not the obligation, to enter upon the Easement Property at any point, or points, with all rights of ingress and egress to investigate, survey, or to erect, construct and maintain any drainage facility deemed necessary for drainage purposes; provided that Grantee shall use reasonable efforts to minimize disruption to Grantor's property within and adjacent to the Easement Property and Grantor's business operations and shall comply with the other terms and conditions set forth herein.

In no event shall Grantor erect any wall, structure or building of any type or any piling, pier or isolated footing of any wall, structure or building be placed directly on said Easement Property.

Grantor represents and warrants to Grantee that Grantor is the sole owner of the fee simple title to the Easement Property subject to all matters of record affecting the Easement Property. Grantor does hereby represent and warrant that there are no liens, attachments or other encumbrances which will prevent the Grantor from conveying this easement to the Grantee for the purposes as described herein. If such condition does exist, a signature with acknowledgment shall be included and made a part of this document conveying the rights and privileges contained herein and subordinating any such lien to the easement granted herein.

The easement rights and privileges granted herein are non-exclusive, but Grantor covenants that Grantor will not convey any other easement or conflicting rights within the area covered by this grant which unreasonably interfere with Grantee's rights granted herein and provided all such other grants comply with all applicable local, state and federal laws,

ordinances, rules, regulations and/or requirements, as they exist, may be amended or in the future arising. Grantee will not unreasonably deny a request to encroach on the Easement Property.

Further, Grantor shall not place any improvement or take any action, permanent or temporary, within the Easement Property, which may cause damage to or jeopardize the integrity of the Facilities and/or which will affect and/or interfere, in any way, with the rights granted herein. Grantee, may, due to the necessity of repair and maintenance of the Facilities, remove and keep removed any and all improvements within the Easement Property to the extent necessary to make repairs.

Grantor represents that all appropriate and necessary actions have been taken to authorize the individual who is executing this instrument to do so for and on behalf of Grantor, that there are no other parties or entities required to execute this instrument in order for the same to be an authorized and binding agreement on Grantor and that the individual affixing his or her signature hereto is authorized to do so, and such authorization is valid and effective on the date hereof.

It is understood and agreed that the consideration received by Grantor hereunder includes adequate compensation for the grant of the rights hereunder. Grantee shall, to the extent allowed by law, indemnify and hold harmless Grantor from and against all damages losses, costs (including attorney's fees), or other claims arising out of the construction, reconstruction, repair, operation and maintenance of sanitary sewer or other public facilities, personal injury or other harm to third parties, environmental harm, as well as all damages, if any, to Grantor's property in each case which may occur in the future resulting from Grantee's exercise of any rights granted herein.

Prior to Grantee's (or its agents') entry onto the Easement Property, Grantee or Grantee's agent, which shall include, but not be limited to, Grantee's contractor, shall provide evidence of

insurance coverages held by Grantee's contractor (and covering access by Grantee and its agents, to the extent such parties actually access the Easement Property) that are reasonably satisfactory to Grantor (and naming Grantor as an additional insured) and Grantee's contractor shall maintain such insurance in connection with all entries onto the property of Grantor pursuant to this agreement.

This instrument shall be binding upon, and inure to the benefit of, Grantee and Grantor, and their respective successors or assigns.

This instrument may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

[*Signature Page to Follow*]

EXECUTED on the dates appearing in the acknowledgements below, however, to be effective on this __ day of _____, 2019.

GRANTOR:

CORONA ARTESIA LLC,
a Delaware limited liability company

By: _____
Print Name: _____
Title: _____

Date of Execution: _____

AGREED AND ACCEPTED:
TOWN OF PROSPER

By: _____
Print Name: _____
Title: _____

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STATE OF TEXAS §
§
COUNTY OF _____ §

This instrument was acknowledged before me on this _____ day of _____, 2019, by _____, _____ of CORONA ARTESIA LLC, a _____ limited liability company, on behalf of the limited liability company.

_____
Notary Public, State of Texas

STATE OF TEXAS §
§
COUNTY OF COLLIN §

This instrument was acknowledged before me on this _____ day of _____, 2019, by _____, _____ of the TOWN OF PROSPER, a Texas home-rule municipality, on behalf of the town.

_____
Notary Public, State of Texas

JOINDER OF LIENHOLDER

The undersigned, being the holder of one or more liens against the Easement Property evidenced by:

[*Insert lien information, if applicable*]

hereby consents to the execution of the foregoing Easement and agrees that in the event of a foreclosure of the Easement Property or any portion thereof and/or the underlying property or any portion thereof (or deed in lieu thereof), the Easement will remain in full force and effect and shall not be extinguished by such foreclosure (or deed in lieu thereof).

_____,
a _____

By: _____
Printed Name: _____
Date: _____

STATE OF _____ §
COUNTY OF _____ §

BEFORE ME, the undersigned authority, on this day personally appeared _____; known to me to be the person whose name is subscribed to the foregoing instrument; he/she acknowledged to me that he/she executed said instrument for the purposes and consideration therein expressed and in the capacity therein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this ____ day of _____, 2019.

_____
Notary Public in and for the State of _____
My commission expires: _____

EXHIBIT A
LEGAL DESCRIPTION AND DEPICTION OF THE FIRELANE, DRAINAGE, ACCESS AND UTILITY EASEMENT PROPERTY

Being a 0.085 acre tract of land situated in the Louisa Netherly Survey, Abstract Number 962, Denton County, Texas and being a portion of a called 5.515 acre tract of land to Corona Artesia LLC as recorded in Document Number 2008-34098 of the Official Public Records of Denton County, Texas and being more particularly described by metes and bounds as follows;

COMMENCING at a 1/2 inch iron rod found for the northeast corner of a tract of a called 8.920 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150409 of the Official Public Records of Denton County, Texas same being the southeast corner of a tract of a called 0.330 acre tract of land to Prosper Independent School District as recorded in Document Number 2018-150410 of the Official Public Records of Denton County, Texas

THENCE North 56 degrees 06 minutes 29 seconds East along the east line of said 0.330 acre tract, a distance of 6.54 feet to a 1/2 inch iron rod with cap stamped "PETITT" found for the southeast corner of said 5.515 acre tract and the southwest corner of a called 2.461 acre tract of land to Denton County Fresh Water Supply District No. 10 as recorded in Document Number 2006-144396 of the Official Public Records of Denton County, Texas same being the northeast corner of said 0.330 acre tract of land and at the POINT OF BEGINNING of the herein described tract;

THENCE North 88 degrees 07 minutes 04 seconds West along the common line of said 5.515 acre tract and said 0.330 acre tract, a distance of 530.70 feet to a point for corner at the beginning of a curve to the right;

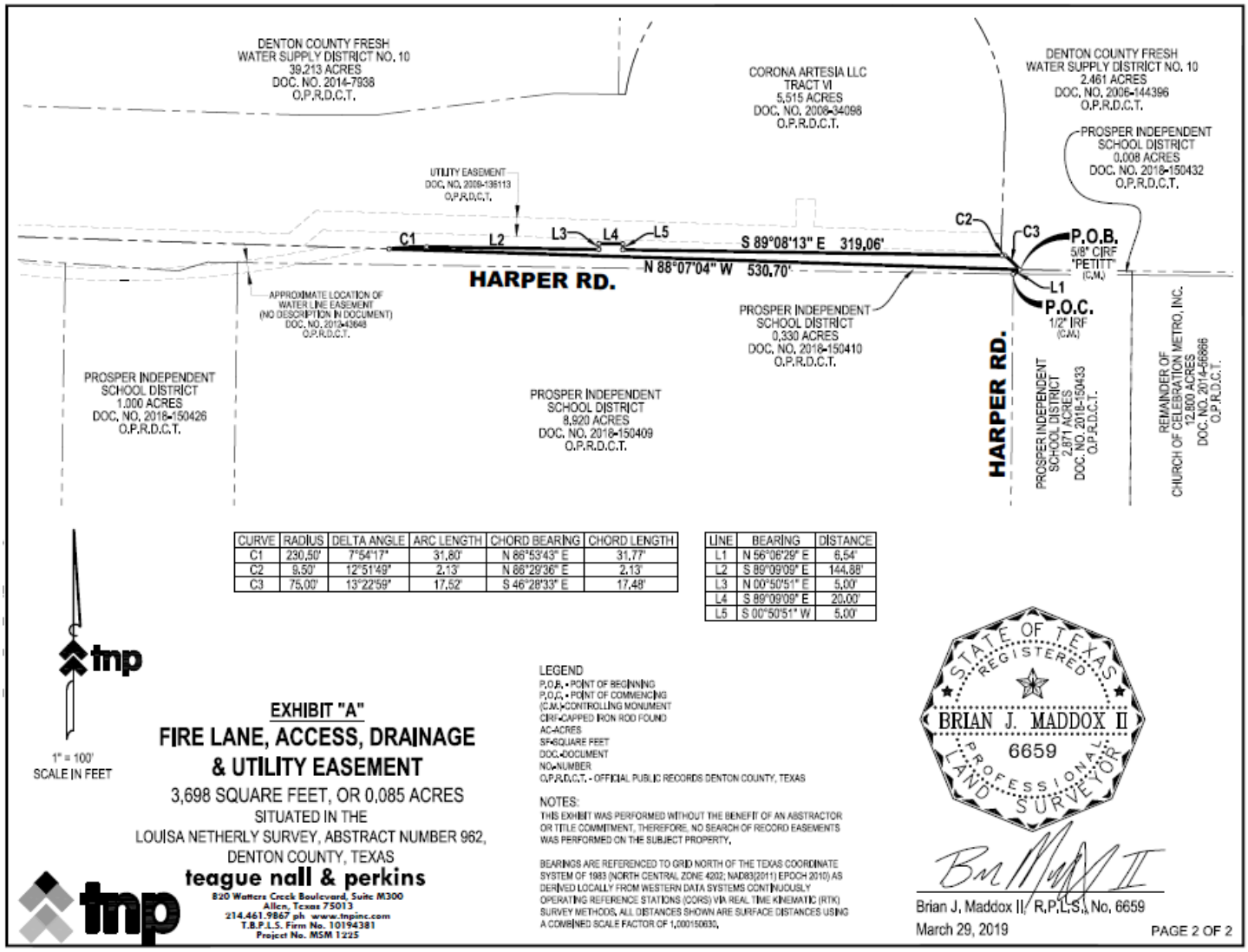
THENCE departing said last mentioned common line and through the interior of said 5.515 acre tract the following courses and distances;

With said curve to the right having a radius of 230.50 feet, a central angle of 07 degrees 54 minutes 17 seconds, an arc length of 31.80 feet, a chord bearing of North 86 degrees 53 minutes 43 seconds East, a distance of 31.77 feet;

South 89 degrees 09 minutes 09 seconds East, a distance of 144.88 feet to a point for corner;
North 00 degrees 50 minutes 51 seconds East, a distance of 5.00 feet to a point for corner;
South 89 degrees 09 minutes 09 seconds East, a distance of 20.00 feet to a point for corner;
South 00 degrees 50 minutes 51 seconds West, a distance of 5.00 feet to a point for corner;
South 89 degrees 08 minutes 13 seconds East, a distance of 319.06 feet to a point for corner at the beginning of a curve to the left;

With said curve to the left having a radius of 9.50 feet, a central angle of 12 degrees 51 minutes 49 seconds, an arc length of 2.13 feet, a chord bearing of North 86 degrees 29 minutes 36 seconds East, a distance of 2.13 feet to a point for corner lying on the common line of said 5.515 acre tract and said 2.461 acre tract and lying at the beginning of a reverse curve to the right;

THENCE with said reverse curve to the right along the common line of said 5.515 acre tract and said 2.461 acre tract having a radius of 75.00 feet, a central angle of 13 degrees 22 minutes 59 seconds, an arc length of 17.52 feet, a chord bearing of South 46 degrees 28 minutes 33 seconds East, a distance of 17.48 feet to the POINT OF BEGINNING containing 3,698 square Feet, or 0.085 of an acre of land.



CURVE	RADIUS	DELTA ANGLE	ARC LENGTH	CHORD BEARING	CHORD LENGTH
C1	230.50'	7°54'17"	31.80'	N 86°53'43" E	31.77'
C2	9.50'	12°51'49"	2.13'	N 86°29'36" E	2.13'
C3	75.00'	13°22'59"	17.52'	S 46°28'33" E	17.48'

LINE	BEARING	DISTANCE
L1	N 56°06'29" E	6.54'
L2	S 89°09'09" E	144.88'
L3	N 00°50'51" E	5.00'
L4	S 89°09'09" E	20.00'
L5	S 00°50'51" W	5.00'

1" = 100'
SCALE IN FEET

EXHIBIT "A"

FIRE LANE, ACCESS, DRAINAGE & UTILITY EASEMENT

3,698 SQUARE FEET, OR 0.085 ACRES
SITUATED IN THE
LOUISA NETHERLY SURVEY, ABSTRACT NUMBER 962,
DENTON COUNTY, TEXAS

teague nall & perkins
820 Watters Creek Boulevard, Suite M300
Allen, Texas 75013
214.461.9867 ph www.tnpinc.com
T.B.P.L.S. Firm No. 10194381
Project No. MSM 1225

LEGEND
P.O.B. - POINT OF BEGINNING
P.O.C. - POINT OF COMMENCING
(C.M.)-CONTROLLING MONUMENT
CIRF-CAPPED IRON ROD FOUND
AC-ACRES
SF-SQUARE FEET
DOC.-DOCUMENT
NO.-NUMBER
O.P.R.D.C.T. - OFFICIAL PUBLIC RECORDS DENTON COUNTY, TEXAS

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STATE OF TEXAS
REGISTERED
BRIAN J. MADDOX II
6659
PROFESSIONAL
LAND SURVEYOR

Brian J. Maddox II, R.P.L.S. No. 6659
March 29, 2019

PAGE 2 OF 2

13106261.6

Item 7J: Consideration and possible approval to purchase utility easement related to the construction of MS #4.

Item 7K: Consideration and possible approval of Update 113 to the Local Board Policy Manual.

(LOCAL) Policy Action List

PROSPER ISD(043912) - Update / LDU 113

As described in the cover letter to the update, TASB attorneys recommend that posting board consideration of and action on policies be specific enough to advise staff and members of the public of the changes.

The (LOCAL) policy changes—each addition, deletion, or replacement—should be listed in alphabetical order by policy code, title, and subtitle. The following document is our compilation of that list, which may be copied and pasted into your meeting notice, staff communications of board action, and board meeting minutes.

(LOCAL) Policy Action List

PROSPER ISD(043912) - Update / LDU 113

BBE(LOCAL): BOARD MEMBERS - AUTHORITY

BDD(LOCAL): BOARD INTERNAL ORGANIZATION - ATTORNEY

BJCD(LOCAL): SUPERINTENDENT - EVALUATION

CI(LOCAL): SCHOOL PROPERTIES DISPOSAL

CO(LOCAL): FOOD AND NUTRITION MANAGEMENT

COA(LOCAL): FOOD AND NUTRITION MANAGEMENT - PROCUREMENT

COB(LOCAL): FOOD AND NUTRITION MANAGEMENT - FREE AND REDUCED-PRICE MEALS

CRB(LOCAL): INSURANCE AND ANNUITIES MANAGEMENT - LIABILITY INSURANCE

EHBAF(LOCAL): SPECIAL EDUCATION - VIDEO/AUDIO MONITORING

FNF(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - INVESTIGATIONS AND SEARCHES

(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)

Policies recommended for deletion are not included. If you want to include the text of these policies in the information given to the Board, you may download them from *Policy On Line*.

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:

School Districts and Education Service Centers	**Community Colleges**
policy.service@tasb.org	colleges@tasb.org
800.580.7529 512.467.0222	800.580.1488 512.467.3689

Board Authority

The Board has final authority to determine and interpret the policies that govern the schools and, subject to the mandates and limits imposed by state and federal authorities, has complete and full control of the District. Board action shall be taken only in meetings that comply with the Open Meetings Act. [See BE(LEGAL)]

Transacting Business

When a proposal is presented to the Board, the Board shall hold a discussion and reach a decision. Although there may be dissenting votes, which are a matter of public record, each Board decision shall be an action by the whole Board binding upon each member.

Individual Authority for Committing the Board

Board members as individuals shall not exercise authority over the District, its property, or its employees. Except for appropriate duties and functions of the Board President, an individual member may act on behalf of the Board only with the express authorization of the Board. Without such authorization, no individual member may commit the Board on any issue. [See BDAA]

Individual Access to Information

An individual Board member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the public in accordance with the Public Information Chapter of the Government Code. [See GBA]

Limitations

If a Board member is not acting in his or her official capacity, the Board member has no greater right to District records than a member of the public.

An individual Board member shall not have access to confidential student records unless the member is acting in his or her official capacity and has a legitimate educational interest in the records in accordance with policy FL.

A Board member who is denied access to a record under this provision may ask the Board to determine whether the record should be provided or may file a request under the Public Information Act. [See GBAA]

Requests for Records

An individual Board member shall seek access to records or request copies of records from the Superintendent or other designated custodian of records, who shall respond within the time frames required by law. When a custodian of records other than the Superintendent provides access to records or copies of records to an individual Board member, the provider shall inform the Superintendent of the records provided.

In accordance with law, the District shall track and report any requests under this provision, including the cost of responding to one

or more requests by any individual Board member for 200 or more pages of material in a 90-day period.

Requests for Reports

No individual Board member shall direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent or other custodian of records regarding the preparation of reports shall be by Board action.

Confidentiality

At the time a Board member is provided access to ~~confidential~~ records or ~~to~~ reports that are confidential or otherwise not subject to public disclosure [see GBA], ~~compiled from such records,~~ the Superintendent or other District employee shall advise the Board member of the responsibility to comply with confidentiality requirements and the District's information security controls.

Referring Complaints

If employees, parents, students, or other members of the public bring concerns or complaints to an individual Board member, he or she shall refer them to the Superintendent or another appropriate administrator, who shall proceed according to the applicable complaint policy. [See (LOCAL) policies at DGBA, FNG, and GF]

When the concern or complaint directly pertains to the Board's own actions or policy, for which there is no administrative remedy, the Board member may request that the issue be placed on the agenda.

Visits to District Facilities

A Board member shall adhere to any posted requirements for visitors to first report to the main office of a District facility, including a school campus. Visits during the school or business day shall not be permitted if their duration or frequency interferes with the delivery of instruction or District operations. [See also GKC]

The Board shall retain an attorney or attorneys, as necessary, to serve as the District's legal counsel and representative~~representatives~~ in matters requiring legal services. Services to be performed and reasonable fees and expenses~~compensation~~ to be paid by the District~~Board~~ shall be set forth in writing~~a written contract~~ between the Board and the attorney or attorneys.

Individual~~In accordance with the written contract, individual~~ Board members shall channel legal inquiries through the Superintendent, Board President, or Board's designee, as appropriate, when seeking advice or information from the District's legal counsel.

A staff request~~Staff shall submit requests~~ for legal advice from the District's legal counsel must be submitted through the Superintendent~~ or designee~~.

Advice from legal counsel shall be reported to the Board upon~~Upon~~ request of the Board or when deemed necessary by the Superintendent, Board President, or Board's designee.~~the Superintendent shall report advice from legal counsel.~~

~~**Evaluation Instrument**~~

~~The instrument used to evaluate the Superintendent shall be based on the Superintendent's job description [see BJA(LOCAL)] and performance goals and shall be adopted by the Board.~~

Written Evaluation

The Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals.

The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in a closed meeting, unless the Superintendent requests that the discussion be open.

~~Objectives~~

~~The Board shall strive to accomplish the following objectives in conducting the Superintendent's written evaluation:~~

~~1. Clarify to the Superintendent his or her role, as seen by the Board.~~

~~2. Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives.~~

~~3. Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities.~~

~~4. Develop and sustain a harmonious working relationship between the Board and the Superintendent.~~

~~5. Ensure administrative leadership for excellence in the District.~~

Informal Evaluation

The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

The Superintendent~~Superintendent or designee~~ is authorized to declare District materials, equipment, personal property such as vehicles, and supplies to be unnecessary.

The Board shall approve disposal of unnecessary materials, equipment, personal property such as vehicles, and supplies ~~property~~ with a value greater than $50,000~~$50,000~~. The Superintendent~~Superintendent or designee~~ is authorized to dispose of all other unnecessary materials, equipment, and personal property such as vehicles and supplies ~~property~~ for fair market value. If the unnecessary property has no value, the Superintendent~~Superintendent or designee~~ may dispose of such property according to administrative discretion.

Instructional materials shall be disposed of in accordance with law. [See CMD(LEGAL)]

Property~~Items~~ obtained with federal funds or as federal surplus shall be managed in accordance with~~according to~~ federal law~~regulations~~.

Food Donation~~Donations~~

The Superintendent shall be authorized to develop regulations for the District~~campuses~~ to donate or otherwise dispose of leftover food in accordance with law.

Meal Charges

State Law

As established by the Board, a student with an exhausted or insufficient balance on his or her meal card or meal account shall be allowed to continue to purchase ~~meals for up to~~ up to three meals. The Superintendent shall develop administrative regulations for this grace period to address:

1. The District's processes for parent notification during the grace period, including a schedule for repayment; and
2. Whether the student will be limited to certain foods or beverages during this grace period, and, if so, the District's efforts to minimize overt identification of the student.

No fees or interest shall be charged by the District for meals purchased during the grace period.

Federal Law

For each campus that participates in the federal school breakfast or lunch programs under which students may incur a meal charge, the District's administrative regulations shall also address procedures for a student who has insufficient funds to purchase a meal following exhaustion of the grace period described above. The procedures shall address:

1. The parameters under which ~~reimbursable or alternate~~ meals shall be served to the student;
2. The District's efforts to minimize overt identification of the student; and
3. How the District will attempt to collect unpaid debt in order to maintain the financial integrity of the food service account.

Procurement

The Superintendent shall oversee the use of federal child nutrition funds to procure appropriate goods and services necessary for providing food service to students and shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to comply with all state and federal requirements for use of these funds.

[See CO(LEGAL) and COA(LEGAL)]

Geographic Preference

The Board delegates to the Superintendent the authority to determine whether the District will apply a geographic preference when procuring unprocessed, locally grown or locally raised agricultural products and to:

1. Specify the types of products for which any geographic preference will be applied; and
2. Define the geographic area to be preferred for each applicable product.

Eligibility Appeals

The District shall provide a hearing process in compliance with U.S. Department of Agriculture (USDA) requirements for disputes about a student's eligibility for free or reduced-price meal programs. A parent or student may appeal the decision of the hearing official in accordance with FNG(LOCAL).

Civil Rights Complaints

A person alleging discrimination in school meal programs based on race, color, national origin, sex, age, or disability shall be informed of the procedures and right to file a complaint with the Texas Department of Agriculture (TDA) Food and Nutrition office and the USDA. Complaints received by District personnel shall be forwarded to TDA.

Trustees and Employees The District shall purchase insurance as provided in CRB(LEGAL) to fund the cost of litigation to protect the District, its employees, and Trustees who are exposed to individual liability by virtue of their official duties. [See CRB(LEGAL)]

Tort Claims In addition, the District shall purchase insurance to protect the District and employees from liability under the Tort Claims Act. [See CRB(LEGAL)]

Note: Unless otherwise noted, the terms "video recording," "video surveillance," and "video monitoring" shall also include any associated audio recordings. In addition, the term "classroom" shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The Superintendent~~The Superintendent~~ is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a self-contained classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the tenth business day after the student's admission, review, and dismissal (ARD) committee determines the student's placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester~~requestor~~ not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester~~requestor~~ withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for ~~toileting or diapering a student or removing or~~ changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released~~accessed~~ or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;

2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and

4. Appropriate Texas Education Agency~~TEA~~ or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term "human resource staff member" shall include the Superintendent, a principal, an assistant principal or other campus administrator, and any supervisory position within the District's human resources office. If an individual listed in items 2~~ through~~ 4, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy. [See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days~~No later than ten District business days~~ after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District's video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District's complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Ad-

ministrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.~~, including requesting an expedited review.~~

Questioning Students

District officials~~Interrogations~~

~~By Police or Other Authorities~~

~~Administrators, teachers, and other professional personnel~~ may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students may not refuse to answer questions based on a~~have no claim to the~~ right not to incriminate themselves.

For provisions pertaining to student questioning by law enforcement officials or other state or local governmental~~lawful~~ authorities, see GRA(LOCAL).

District Property

~~Desks and Lockers~~

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~~Lockers and desks are~~ subject to search~~blanket searches~~ or inspection~~inspections by District administrators. Searches or inspections may be conducted~~ at any time ~~and~~ without notice. Students have no expectation of privacy in District property. Students shall be fully responsible for the security and contents of District property~~desks or lockers~~ assigned to them. No student shall~~Students shall make certain that lockers are locked and that the keys or combinations are not given to others. Students shall not~~ place or keep in a desk~~, or~~ locker, District-provided technology, or similar item any article or material prohibited by law, District policy, or the Student Code of Conduct. Students shall be ~~held~~ responsible for any prohibited item~~items~~ found in District property provided to the student~~their desks or lockers~~.

Searches in General

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and District policy.

Searches of students~~Vehicles~~

~~Students~~ shall be conducted in a reasonable and nondiscriminatory manner.

District officials may initiate a search in accordance with law, including, for example, based on reasonable suspicion, voluntary consent, or pursuant to District policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are ~~fully~~ responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles ~~the security and contents of vehicles driven or~~ parked on District~~school~~ property.

Reasonable-Suspicion Searches

Searches should be reasonable at their inception and in scope. If there is reasonable suspicion to believe that searching a student's person, belongings, or ~~Students shall make certain that their parked vehicles are locked and that the keys are not given to others. Students shall not place or keep in a~~ vehicle will reveal evidence of a violation of ~~on school property any article or material prohibited by law, District policy, or~~ the Student Code of Conduct, a District official may conduct a search in accordance with law and District regulations.

Suspicionless Searches

For purposes of this policy, a suspicionless search is a search carried out based on lawful security procedures, such as metal detector searches or random drug testing.

Metal Detector Searches

In order 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.

~~If there is reasonable cause to believe that a vehicle on school property contains contraband, it may be searched by school officials or by personnel whose services have been engaged by the District to conduct such searches. Students shall be held responsible for any prohibited items found in their vehicles on school property.~~

~~If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse the search, the District may contact local law enforcement officials and turn the matter over to them.~~

Use of Trained Dogs

The District reserves the right to~~shall~~ use ~~specially~~ trained ~~nonaggressive~~ dogs to conduct screening for ~~sniff out and alert officials to the current presence of~~ concealed prohibited items. ~~, illicit substances defined in FNCF(LEGAL), and alcohol. This program is implemented in response to drug- and alcohol-related problems in District schools, with the objective of maintaining a safe school environment conducive to education.~~

Such procedures~~visits to schools~~ shall be unannounced. ~~The dogs shall be used to sniff vacant classrooms, vacant common areas, the areas around student lockers, and the areas around vehicles parked on school property.~~ The dogs shall not be used with students; however, students may be asked to leave personal belongings in an area that will be screened. ~~.~~ If a dog alerts to an item ~~a locker, a vehicle,~~ or an area~~item in a classroom~~, it may be searched by District officials~~school officials. Searches of vehicles shall be conducted as described above~~.

Random Drug-Testing Program

The District requires the random drug-testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities.

The Superintendent shall develop regulations for the implementation of ~~Notice~~

~~At the beginning of the school year, the District shall inform students of~~ the District's random ~~policy on searches, as outlined above, and shall specifically notify students that:~~

~~1. Lockers may be sniffed by trained dogs at any time.~~

~~2. Vehicles parked on school property may be sniffed by trained dogs at any time.~~

~~3. Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.~~

~~4. If contraband of any kind is found, the possessing~~ student drug-testing program that address the following~~shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct.~~

~~Notice of Metal Detector Searches~~

~~Students shall be notified at the beginning of each school year that they are subject to metal detector searches on a random basis.~~

~~Equitable Use~~

~~To ensure that metal detector searches are conducted uniformly and equitably, school administrators shall~~:

1. Covered activities and purpose of the program;
2. Written consent and confidentiality of results;
3. Testing procedures and collection process; and
4. Applicable consequences.

Appeal

~~1. A Minimize student inconvenience and interference with the educational process;~~

~~2. Maximize detection and deterrent value by regularly searching significant numbers of students;~~

~~3. Ensure that patterns are not established that would allow students to avoid searches by predicting the time and location of a search; and~~

~~4. Avoid the appearance that a particular~~ student or ~~group of students is either being favored or targeted by adopting schemes, well in advance of the search, that leave the operator of the metal detector an absolute minimum of discretion.~~

~~Parent Notification~~

~~The student's~~ parent may appeal a decision made under the random drug-testing program~~or guardian shall be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, or on the student's person, as a result of a search conducted~~ in accordance with FNG(LOCAL). ~~this policy.~~

~~Extracurricular Activities Defined~~

~~Participation in extracurricular activities is a privilege and not a right, and students must meet specific requirements in order to participate. Activities may include, but are not limited to performances, contests, demonstrations, displays, and club activities.~~

Required Testing

Implementation

The studentDistrict shall be ineligiblebegin a mandatory drug/alcohol screening program for participation in extracurricular activities while the appeal is pending.students in grades 7–12 who are participating in extracurricular activities and/or UIL events.

Applicability

These testing requirements shall apply to every student in grades 7–12 who participates in any extracurricular activity. Any District student in grades 7–12 may volunteer to participate in the drug-/alcohol-testing program. Coaches, teachers, and sponsors may volunteer to be tested. Students who do not declare their intention to participate in an activity prior to the beginning of the school year shall be entered into the random pool prior to entering the extracurricular activity.

Testing Procedures

Testing shall be done in accordance with accepted practices and procedures as established by the testing laboratory affiliated with the District. The testing parameters shall be set at industry accepted standards as defined by the National Institute for Drug Abuse. The District reserves the right to test for the following substances: alcohol, amphetamines, barbiturates, benzodiazepines, cocaine metabolite, marijuana, methadone, opiates, phencyclidine, propoxyphene, hallucinogens, steroids, and all other illegal or addictive drugs.

Required Permission

In order for a student to participate in any extracurricular or UIL competition, the parent or legal guardian must sign a permission form that allows the student to be tested for drugs/alcohol. If the student is of legal age, he or she must sign the permission form that allows the student to be tested for drugs/alcohol. Students who volunteer to be tested must also have the permission forms signed.

Consequences

A positive test shall result in the following:

1. Notification to parents, the student, and the designated administrator.
2. Required conference with parent/guardian.
3. Referral for substance abuse counseling.
4. Retest with each random testing group for one calendar year.

The second positive test shall result in the following:

1. Suspension from extracurricular activities for 30 calendar days.
2. Required conference with parent/guardian.
3. Referral for substance abuse counseling.
4. Retest with each random testing group for one calendar year.

5. Retest at the end of the suspension and before rejoining any extracurricular activity.

The third positive test shall result in the following:

1. Suspension from extracurricular activities for one calendar year.

2. Required conference with parent/guardian.

3. Referral for substance abuse counseling.

4. Retest at the end of the suspension and before rejoining any extracurricular activity.

A positive test during the last six weeks of a school year shall result in a continuation of the suspension into the first six weeks of the following school year. If a student refuses to participate in a drug test after signing the consent form, the refusal shall count as a positive test.

Procedures

All students participating in extracurricular activities shall be randomly tested throughout the school year.

All student numbers shall be placed into a random testing group for periodic random testing. All middle school students participating in extracurricular activities shall be placed in a pool for random testing during the school year. Parents shall have the option, at their expense, to have the collection process performed by their personal physician.

Random testing must be performed within four hours of the child's notification. Specimens collected by the personal physician shall be tested by the same testing company as all other specimens of the District. The test results shall be sent directly to the District. All safeguards used and required by the testing company shall be used by the physician collecting the samples. Failure to collect said sample under the above conditions shall constitute a positive test.

Student privacy shall be protected to the maximum extent possible. Records of test results shall be kept confidential and provided only to District administrators and personnel responsible for administering the program. Records may be released to treatment facilities upon written request from the parents/guardians. The contracted laboratory shall notify the designated administrator of the results. If there is a second positive test, the principal shall notify the department head who is charged with administering the consequences described in this policy.

Explanatory Notes

TASB Localized Policy Manual Update 113

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AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Significant changes to this legally referenced policy on accreditation include:

- Moving the list of quality of learning indicators, which are used to prepare performance reports, to AIB;
- Adding detail on campus performance ratings under the local accountability option; and
- Clarifying when the commissioner of education's award of a campus distinction designation is mandatory or discretionary.

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

Significant changes to this legally referenced policy on performance reporting include:

- Better distinction of the district's obligations regarding hearing requirements, publication, and use of the annual report and the Texas Academic Performance Report (TAPR);
- Clarification of additional information required in the annual performance report;
- Addition of the list of quality of learning indicators used to prepare performance reports, which was previously at AIA; and
- New text to reference the Performance-Based Monitoring Analysis System (PBMAS).

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Update 113 includes a significant restructuring of this legally referenced policy on interventions and sanctions to add detail as appropriate, reorganize the provisions for better flow, and better reflect the legal content. The revisions also incorporate recent Administrative Code changes addressing:

- Provisions regarding commissioner of education appointment of a board of managers if a district has had a conservator or management team assigned for two consecutive years (effective January 28, 2019);
- Procedures to provide training in effective leadership strategies for a board of managers and subsequently to the board of trustees (effective February 4, 2019);
- Provisions on obtaining an intervention pause by contracting with a partner to operate a campus charter or operating as a designated mathematics innovation zone (effective November 18, 2018); and
- Information regarding when the commissioner may increase the intensity of sanctions (effective December 5, 2018).

AID(LEGAL) ACCOUNTABILITY: FEDERAL ACCOUNTABILITY STANDARDS

In this legally referenced policy on federal accountability, we have added detail about what must be included in the district plan required to receive a Title I, Part A subgrant. For schoolwide programs and targeted assistance schools, the plan must address, where appropriate, educational services outside the district's schools for neglected or delinquent children living in local institutions or attending community day-school programs.

Other changes are to match statutory language.

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BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

Citations have been updated throughout this legally referenced policy on elections. In addition, we have made a correction at Notice to Candidates to properly reflect the statutory language.

BBBD(LEGAL) ELECTIONS: CAMPAIGN ETHICS

This legally referenced policy on campaign ethics has been updated to include existing legal provisions explaining disclosure requirements for political advertising.

BBE(LEGAL) BOARD MEMBERS: AUTHORITY

Provisions on board member access to information have been updated to include the text of two offenses addressing misuse of government records and information, which address willfully destroying, mutilating, or removing public information without permission; altering public information; or distributing confidential information.

Other changes include:

- A cross-reference to CPC for offenses on destruction or alienation of records and tampering with governmental records;
- A cross-reference to BBFB for offenses on misuse of official information;
- Reordering of provisions for better flow; and
- Revisions to better match statutory language.

BBE(LOCAL) BOARD MEMBERS: AUTHORITY

A recommended revision to this policy addressing board member access to information clarifies that when a board member is provided access to records or reports that are confidential or not subject to public disclosure, district staff will inform the board member about compliance with the district's applicable information security controls.

BDD(LOCAL) BOARD INTERNAL ORGANIZATION: ATTORNEY

This local policy on legal counsel has been updated to reflect common practices.

In the first two paragraphs, recommended changes reflect that many law firms use an engagement letter rather than a written agreement or contract to establish the fees and expenses for services.

A revision about reporting legal advice to the entire board recognizes that the board president or board's designee, not just the superintendent, may obtain and report legal advice to the board.

A final change strengthens the wording regarding staff requests for legal advice.

BDF(LEGAL) BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

From existing statute, we have added the requirement for the School Health Advisory Council's annual report to the board to include any recommendations made by the physical activity and fitness planning committee.

BF(LEGAL) BOARD POLICIES

This legally referenced policy addressing waivers has been updated to include waivers applicable to a district or campus required to have a student achievement improvement plan. Other changes are to better match statutory language.

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BJCD(LEGAL) SUPERINTENDENT: EVALUATION

A new Administrative Code rule effective January 24, 2019, has been added to this legally referenced policy on superintendent evaluation. The rule allows completion of the Lone Star Governance superintendent evaluation to satisfy the commissioner of education's superintendent appraisal process.

BJCD(LOCAL) SUPERINTENDENT: EVALUATION

Recommended revisions streamline this local policy on superintendent evaluation by deleting specifics about the evaluation instrument and the list of board objectives in conducting the evaluation. These changes were prompted by recently updated Administrative Code rules. The changes also clarify that although the evaluation typically takes place in a closed meeting, the superintendent may request an open meeting.

An overview of legal requirements and links to TASB's Superintendent Evaluation Instrument are available on the TASB Leadership Team Services website.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

Additional provisions have been added from the Office of Management and Budget (OMB) Uniform Guidance, which establishes uniform requirements for federal awards to non-federal entities, such as school districts. The provisions include standards for federally owned property, property acquired or improved with federal awards, and equipment and supplies acquired under a federal award.

In addition, we have updated the Note on page 5 with additional resources on the micro-purchase threshold and the simplified acquisition threshold.

CDA(LEGAL) OTHER REVENUES: INVESTMENTS

Throughout this legally referenced policy on investments, we have added statutory language that gives districts flexibility to take certain actions by "rule, order, ordinance, or resolution." Other changes are to better match statutory language.

CDB(LEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

We have added a Note at the beginning of this policy reminding districts that specific legal requirements apply to the disposal of real property acquired with federal funds. Provisions on Civil Order 5281 have been deleted. Other changes are to better match statutory language.

CDH(LEGAL) OTHER REVENUES: PUBLIC AND PRIVATE FACILITIES

Additional detail from existing statute has been added regarding public facility corporations and public and private facilities and infrastructure partnerships.

CFEA(LEGAL) PAYROLL PROCEDURES: SALARY DEDUCTIONS AND REDUCTIONS

This legally referenced policy on salary deductions has been revised to include more detail from existing law on each of the listed deductions.

CG(LEGAL) BONDED EMPLOYEES AND OFFICERS

This legally referenced policy on bonded employees and officers has been deleted, since the content is addressed at other codes.

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CI(LOCAL) SCHOOL PROPERTIES DISPOSAL

This local policy authorizes the superintendent to declare district materials, equipment, and supplies to be unnecessary. In response to questions, we have clarified that the scope of this authority includes district vehicles and other district personal property. Corresponding changes have also been made to the disposal provisions.

In addition, we recommend adding a statement that instructional materials must be disposed of in accordance with law, as the Education Code requires the board to determine that the materials are not needed by the district.

Finally, a change clarifies that property obtained with federal funds or as federal surplus must be managed in accordance with federal law.

Please note that because BJA(LOCAL) permits the superintendent to delegate responsibilities to other employees, we have removed language referring to the superintendent's designee. Contact the district's policy consultant if the board wants to specifically authorize someone other than the superintendent regarding the duties addressed in this policy.

If the board has delegated to the superintendent full authority for disposal of unnecessary personal property, please contact your policy consultant for alternate policy text.

CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

The offense pertaining to firearms on buses has been deleted from this legally referenced policy on transportation, as the offense is already included at GKA(LEGAL). Other changes are to better match statutory language.

CO(LOCAL) FOOD AND NUTRITION MANAGEMENT

A recommended revision to this local policy expands the provision authorizing the superintendent to develop regulations on donation of food to refer to other disposal methods for leftover food that the district might want to permit, such as implementing a sharing table or selling leftovers. The Texas Department of Agriculture offers guidance on this topic.

A change at Federal Law deletes the specific references to reimbursable or alternate meals to provide that the district's procedures shall address the parameters under which meals shall be served to a student who has insufficient funds to purchase a meal following exhaustion of the district's meal grace period. The federal USDA Food and Nutrition Service encourages districts to provide a reimbursable meal to such students.

COA(LEGAL) FOOD AND NUTRITION MANAGEMENT: PROCUREMENT

We have added a Note on page 2 referring to the Texas Department of Agriculture's Food and Nutrition Division *Administrator's Reference Manual* for information on contracts regarding consultants, food service management companies, and vended meals.

COA(LOCAL) FOOD AND NUTRITION MANAGEMENT: PROCUREMENT

This local policy is recommended for inclusion in the district's policy manual to comply with state and federal procurement rules on use of child nutrition funds. The text assigns responsibility to the superintendent to oversee the use of federal child nutrition funds to procure goods and services as appropriate and to develop and enforce financial management systems, internal control procedures, procurement procedures, and other procedures to comply with state and federal requirements.

The policy also includes provisions that authorize the superintendent to determine whether the district will apply a geographic preference when procuring unprocessed, locally grown or raised agricultural products

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to determine the types of products to which the preference would apply and to define the relevant geographic area.

Contact your policy consultant if the board will authorize a position other than the superintendent to perform these responsibilities.

COB(LEGAL) FOOD AND NUTRITION MANAGEMENT: FREE AND REDUCED-PRICE MEALS

This legally referenced policy on free and reduced-price meals has been updated with additional provisions from existing law that address U.S. Department of Agriculture standards for eligibility hearings and nondiscrimination and confidentiality. A link provides the required nondiscrimination statement posting in a variety of languages.

COB(LOCAL) FOOD AND NUTRITION MANAGEMENT: FREE AND REDUCED-PRICE MEALS

This new local policy is recommended for inclusion in the district's policy manual to address elements of the federal free and reduced-price meal programs.

New text addresses student and parent appeals regarding eligibility for free or reduced-price meal programs. Federal law requires a district to provide a hearing process that meets certain requirements, as described in COB(LEGAL). The local policy provides an avenue for appeal of the hearing official's decision in accordance with FNG(LOCAL).

As reflected at Civil Rights Complaints, federal and state guidance also requires districts to inform individuals alleging discrimination in school meal programs based on race, color, national origin, sex, age, or disability of the procedures and right to file a complaint with the Texas and U.S. Departments of Agriculture. Any such complaints must be forwarded to the Texas Department of Agriculture.

CPC(LEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

This legally referenced policy on records management has been updated to include the criminal offenses of destruction or alienation of records and tampering with governmental records.

CR(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT

This legally referenced policy on insurance has been updated to better match statutory language.

CRB(LOCAL) INSURANCE AND ANNUITIES MANAGEMENT: LIABILITY INSURANCE

This local policy addressing the various types of insurance the district will purchase is recommended for deletion, as these decisions are typically made during the budget process and there is no requirement to reflect these decisions in board policy.

CRF(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: UNEMPLOYMENT INSURANCE

Additional detail from existing statute has been added to this legally referenced policy on unemployment insurance to provide more information about reasonable assurance.

DEC(LEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

At Compliance with a Subpoena, a new Note includes case law explaining that one federal district court concluded that governmental entities, such as school districts, have immunity from liability for claims of retaliatory discharge of an employee for complying with a subpoena.

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Additional supporting case law has also been added to the provisions explaining that uniform enforcement of a reasonable absence-control rule does not constitute retaliatory discharge.

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

To assist districts in deciding whether to report an employee who has abandoned a contract to the State Board for Educator Certification (SBEC), we have included the factors that SBEC considers when determining whether the educator had good cause to abandon the contract.

E(LEGAL) INSTRUCTION

The E section table of contents has been revised to reflect the deletion of codes EFC, on community instructional resources, and EFD, on field trips. Information regarding visitors to campuses is addressed at GKC, while content on all student travel, including field trips, is now found at FMG.

EHBAF(LEGAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

This legally referenced policy has been updated to include revised Administrative Code rules effective January 31, 2019, on video surveillance of special education settings. The rules add detail on reporting possible abuse or neglect seen in a recording, use of recordings in employee disciplinary actions, local policy requirements, procedures to appeal the denial of a request for video installation or to view a recording, and the Texas Education Agency expedited review process.

EHBAF(LOCAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

Recommended revisions to this local policy on video and audio monitoring of special education classrooms are from revised Administrative Code rules effective January 31, 2019. Changes include:

- Clarification that requests for cameras to be installed the following school year must be in writing;
- At Installation and Operation, the addition of an affirmative statement that the district must operate the cameras during the instructional day at all times when "one or more" students are in the classroom;
- The revision of language regarding areas used for changing a student's clothes to match language in the rules, also at Installation and Operation;
- The reference to "release" of video recordings to specified individuals at Confidentiality of Recordings; and
- At Complaints, new provisions addressing the ability of a parent, staff member, or district administrator to request an expedited review of certain complaints by the Texas Education Agency.

EHBF(LEGAL) SPECIAL PROGRAMS: CAREER AND TECHNICAL EDUCATION

This legally referenced policy on career and technical education has been updated to include information on district participation requirements under the Carl D. Perkins Career and Technical Education Act, effective July 1, 2019. The Act updated the definition of a member of a special population to whom a district must provide support to ensure program accessibility and assist in overcoming barriers.

EHBI(LEGAL) SPECIAL PROGRAMS: ADULT AND COMMUNITY EDUCATION

Updates to this legally referenced policy on adult education are from amended rules effective December 16, 2018. The policy now refers to the Administrative Code for the essential program requirements. Diploma requirements were deleted from rule and deferred to TEA.

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EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions to this legally referenced policy on state assessments include amended rules effective January 8, 2019, that clarify and update provisions on substitute assessments used to satisfy the state's end-of-course (EOC) graduation requirements.

ELA(LEGAL) CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS

Changes to this legally referenced policy on partnership charters are based on new rules addressing implementation of the accountability intervention pause eligible districts may obtain by entering into partnerships to operate a district campus or through designation as a mathematics innovation zone.

F(LEGAL) STUDENTS

The F section table of contents has been revised to reflect that FNF has been renamed Investigations and Searches.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions to this legally referenced policy on child abuse and neglect provide additional detail on the disciplinary actions SBEC may take against an educator for failure to comply with child abuse and neglect reporting requirements. Other changes are to better match statutory language.

FNF(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: INVESTIGATIONS AND SEARCHES

This legally referenced policy on student searches has been updated to include case law on intrusive searches, such as a search of a student's underwear. The cases establish the standard that such searches are impermissibly intrusive unless the school officials reasonably suspect that the object of the search is dangerous or likely to be hidden in the student's underwear.

Legal guidance on student searches is outlined in TASB Legal Service’s article, Legal Issues in Student Searches.

FNF(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: INVESTIGATIONS AND SEARCHES

This local policy on student investigations and searches has been significantly revised to align with common practices and current case law.

The first section affirms that district officials may question a student about the student's or another student's conduct, and students may not refuse to answer questions based on the right not to incriminate themselves.

Provisions about district property inform students that they have no expectation of privacy in district property and such property may be searched at any time without notice. This would include, for example, blanket searches. Students are responsible for any prohibited items found in district property provided to them.

General search provisions have been added and outline the district's authority to conduct searches of students, their belongings, and vehicles in accordance with law and in a reasonable and nondiscriminatory manner. The policy explains when district officials may initiate a search and the standard for conducting a reasonable-suspicion search.

The policy permits but does not require the district to conduct metal detector searches, including those using handheld wands, and to use trained dogs to screen a student's belongings or an area.

Prosper ISD

To avoid conflict between policy and administrative procedures on random drug testing, we recommend that the details of the district's drug-testing program for extracurricular activity participants be removed from board policy. The recommended policy text addresses the board's authorization of the program, students subject to testing, topics to be addressed in procedures, and appeals. Sample administrative procedures are provided in the *Regulations Resource Manual*.

We also recommend that provisions addressing any voluntary drug-testing program for students be removed from board policy. The details of any such program may be more appropriately addressed in administrative procedures and communicated to students and parents in the student handbook.

Please note that a provision allowing certain employees to volunteer for drug-testing was apparently miscoded in this policy many years ago and has not been retained. If the district provides a voluntary drug-testing program to employees, please contact your policy consultant.

If you have questions about moving your district's drug-testing details to administrative procedures, please contact your policy consultant.

Legal guidance on student searches, including legal concerns seen in local policies, is addressed in TASB Legal Service's Legal Issues in Update 113 memo. Review this document to determine if your practices reflect best practices for student searches.

FOA(LEGAL) STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

Several existing statutory provisions have been added to this legally referenced policy addressing teacher removal of a student from class. The provisions address the required removal conference, appeals, and placement length.

For clarity, provisions regarding mandatory removal have been moved to the beginning of the policy.

FODA(LEGAL) EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

This policy is being issued to reflect updated information at the bottom of the document. There are no changes to the text of this legally referenced policy.

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

Provisions on manifestation determinations for students with disabilities have been updated to add an existing statutory provision. If the student's conduct is determined to be the direct result of the district's failure to implement the student's IEP, the district must take immediate steps to remedy the deficiencies.

Item 7K: Consideration and possible approval of Update 113 to the Local Board Policy Manual.

Item 7L: Consideration and possible approval of a change to Board Policy CH (Local) pertaining to purchasing authority.

Purchasing Authority

The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services in accordance with state purchasing laws as outlined in Board policy CH (LEGAL). However, any single, budgeted purchase of goods or services that costs $100,000 or more shall require Board approval before a transaction may take place, except as provided in this policy. ~~However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.~~

Board Approval

Regardless of cost, the Superintendent shall not be required to obtain Board approval for the following types of budgeted purchases:

1. A purchase made pursuant to a Board-approved interlocal contract or through a cooperative purchasing program, in accordance with law;

2. A purchase made through a state purchasing program that satisfies the District's obligation for competitive purchasing [see CH(LEGAL)];

3. A continuing or periodic purchase under a Board-approved bid or contract; or

4. A purchase of patented or copyright-protected items that are only available from one source, which may be purchased if other like items are not available that would service the same purpose or function.

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5. Any Purchase of produce or fuel or utilities.

For purchasing related to construction contracts, see Board Policies CV (LEGAL) and CV (LOCAL).

Purchasing Method

The Board delegates to the Superintendent or designee the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

Competitive Bidding

If competitive bidding is chosen as the purchasing method, the Superintendent or designee shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

Competitive Sealed Proposals

If competitive sealed proposals are chosen as the purchasing method, the Superintendent or designee shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Responsibility for Debts

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

Purchase Commitments

All purchase commitments shall be made by the Superintendent or designee in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

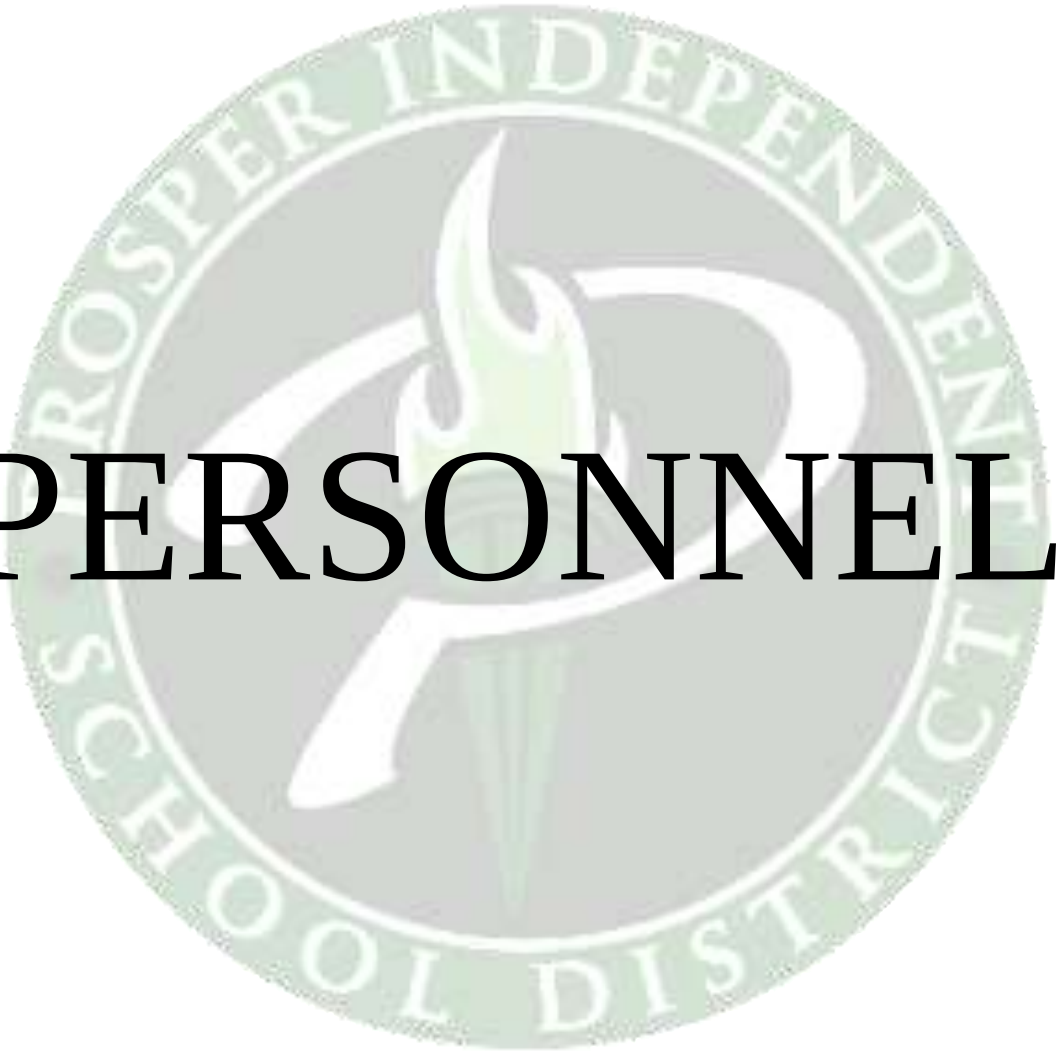
Item 7L: Consideration and possible approval of a change to Board Policy CH (Local) pertaining to purchasing authority.

EXECUTIVE SESSION

The School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

551.071 Private consultation with the Board's attorney.
551.072 Discussing purchase, exchange, lease, or value of real property.
551.073 Discussing negotiated contracts for prospective gifts or donations.
551.074 Discussing personnel or to hear complaints against personnel.
551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
551.082 Considering discipline of a public school child, or complaint or charge against personnel.
551.083 Considering the standards, guidelines, terms or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
551.084 Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either the open meeting covered by the Notice upon the reconvening of the public meeting or at a subsequent public meeting of the School Board.



PERSONNEL

Prosper ISD Educator Profile

The collective stakeholders and communities that serve Prosper ISD strive for the Prosper ISD Educator to be a model for the students of the district in their academic abilities and drive, in their constant pursuit of challenges and learning opportunities, in their well-rounded experiences, in their fair and respectful treatment of others, and in their contributions towards the community through their involvement.

1 EXHIBITS ACADEMIC READINESS

The Prosper ISD Educator provides a challenging curriculum to the student, helping him or her to pursue academic success in all levels of education, culminating in a successful transition to college, career or the workforce. The educator provides classroom experiences that match the student's strengths and interests, as well as challenges the mind, imagination, feelings and social skills. The educator encourages the student to think critically and to express ideas clearly through multiple expressions in order to develop an academic skill set that allows for mastery of appropriate and rigorous coursework. The educator models self-discipline, initiative, creativity and personal integrity.

2 SEEKS THE OPPORTUNITIES & CHALLENGES OF LEARNING

The Prosper ISD Educator provides the student with opportunities to learn and grow as well as be reflective and self-evaluative through a diverse background of formational experiences. The educator offers a safe haven for the mistakes and false starts inherent in learning, teaching the student that intellectual risk-taking and resiliency are necessary for growth. The educator enables growth in an ever changing digital learning and global society. Further, the educator treats the student with respect and dignity. The educator models this by seeking opportunities for their own growth personally and professionally.

3 VALUES HONORING & RESPECTING OF OTHERS

The Prosper ISD Educator displays honor in his or her actions and words. The educator stresses and models the importance and use of Respect, Encouragement, Appreciation, Communication and Honor, respecting differing ideas and opinions while clinging to their own values. The educator conscientiously chooses to act in accordance with the principle, "Treat others as you wish to be treated" in their interactions with students, teachers, administrators, parents and community members in a variety of settings.

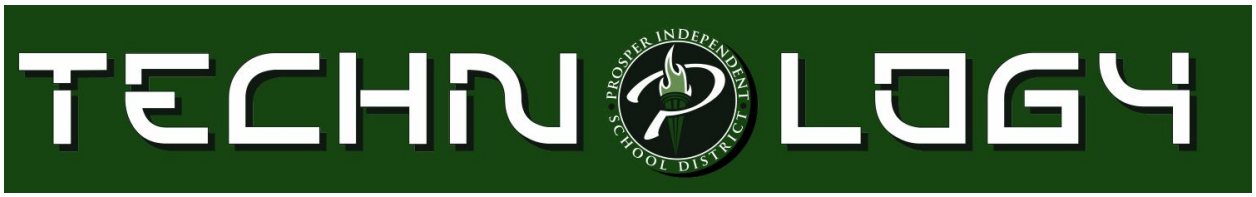
4 CONTRIBUTES TOWARDS COMMUNITY THROUGH INVOLVEMENT

The Prosper ISD Educator displays ethical thinking and ethical action in the classroom and on campus and lives the principle of responsibility to community, which is learned through involvement in a cause or service. The educator models for the student a desire to put others before self, responding in love and service to those in need and striving to move beyond self-interest or self-centeredness in relationships with others.

5 DEMONSTRATES WELL-ROUNDED CHARACTERISTICS

The Prosper ISD Educator appreciates the variety of talents and gifts that each student displays, providing opportunities for the student to excel in areas of interest, which may include: art, music, UIL, the stage, career training, and the athletic fields. The educator promotes aesthetic and physical development as essential to an education and supports activities in the competitive arena that promote teamwork, leadership, responsibility, integrity, humility, and physical and emotional fitness. The educator models this by getting involved in supporting student growth as a sponsor, coach or facilitator in areas of enrichment . The educator also models physical and emotional health through their daily habits.

Prosper ISD



Student Acceptable Use Policy

Overview

Prosper ISD (PISD) is dedicated to providing all students an engaging and rigorous academic experience while preparing our students to be creative collaborators, effective communicators, and critical problem solvers in a diverse globalized society. We believe technology is a tool that enables our students to learn the curriculum at a deeper level, and we believe that the curriculum is the driving force behind technology usage in the classroom.

It is the policy of PISD to maintain an environment that promotes ethical and responsible conduct in all electronic resources and activities. With this privilege and extraordinary opportunity to explore resources comes responsibility for the parent and the student.

When signing the PISD Acceptable Use Policy, you are acknowledging that you understand and accept the information in this document:

PISD students and parents/guardians must understand that:

1. PISD reserves the right to restrict access to classroom technology at any time.
2. Classroom technology use is a privilege, not a right.
3. There is no expectation of privacy from PISD administration and teachers when using PISD technology resources. All files stored on PISD equipment, network, and/or the cloud may be subject to review and monitoring.
4. The terms “equipment” and “devices” refer to any device or associated accessories such as computers, tablets, batteries, power cords/chargers, cases, keyboards, mice, charging carts etc. Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook or school issued calculator.
5. The terms “software” or “services” refer to any applications or tools, internal or online, provided by PISD.
6. Students, families, and staff must comply at all times with the PISD Acceptable Use Policy when using technology resources provided by PISD, or when using their own devices on school property, or for school-related events.
7. All rules and guidelines for district-provided equipment and accounts are in effect before, during and after school hours, on or off the campus.
8. Students are not permitted to take classroom devices home without written prior authorization from the administration; the student’s parent or guardian will be asked to sign a Technology Equipment Issue Form, which documents the device information. If a student is given written permission by the administration to take a district device home, students are held to the same district Acceptable Use Policy.
9. All users are accountable to the school, district, local, state and federal laws.
10. Students are expected to keep equipment in good condition. Failure to do so may result in consequences deemed appropriate by campus administration.
11. Students are expected to report any damage to their device or associated accessories immediately.
12. Students who identify or know of a security problem are expected to convey the details to their teacher immediately without discussing with other students.

13. Students are to notify a staff member immediately without discussing it with other students if they come across information, images or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
14. Students may not use PISD resources, at school or at home, to bully other students, staff, or anyone else.
15. Students may not use any PISD or personal resources, at school or at home, to maliciously hack, bring in viruses or other malware, or change other's files without permission.
16. Students may not record or take photographs of students or staff members without their permission.
17. All users are expected to follow existing copyright law *(Title 17,USC)* and educational fair use policies.
18. Students may only log in using their district-assigned username. Students may not share their passwords or student ID numbers with other students.
19. PISD may remove a user's access to the network/cloud storage without notice at any time if the user is engaged in any unauthorized activity.

Parent/Guardian Responsibilities

PISD makes every effort to equip parents/guardians with the necessary tools and information to ensure the safe use of district-provided technology. The parent/guardian agrees to monitor student use of PISD provided devices, and online PISD technology resources when those resources are used at home or away from school. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

Parent involvement/monitoring may include:

1. Investigation and application of available controls through your internet services provider and/or your wireless router.
2. Development of a set of rules/expectations for technology use at home. More information may be found at Common Sense Media - https://www.commonsense.org.
3. Only allowing technology use in common rooms of the home (e.g. living room or kitchen) not in private areas like bedrooms.
4. Demonstration of a genuine interest in what your student is doing on his or her device.
5. Requesting login information from the student, keeping a list of that information, and monitoring the activity on student accounts regularly.

BYOD (Bring Your Own Device)

PISD believes that technology is a tool that enables our students to learn curriculum at a deeper level, and we believe that curriculum is the driving force behind technology usage in the classroom. BYOD technology is defined as technology used at school, but not owned by PISD. All students, whether using district technology or their own technology, are expected to follow the district's Acceptable Use Policy.

At some campuses, students may bring and use personal, portable, electronic devices. Use of this technology is determined by building principals and by classroom teachers. BYOD is a privilege, not a right, and inappropriate use may result in cancellation of that privilege. The following guidelines must be followed by students using a personally owned electronic device at school.

1. In order to protect the privacy of students, campus administrators and teachers have the right to prohibit students from using video, photographic, or audio recording on their personal devices, including phones, smart watches, and GPS parental trackers, or restrict the use of any app or feature as deemed necessary for the purposes of classroom privacy, safety and instruction.
2. Administrators may examine a student's personal device and search its contents if there is reason to believe the Acceptable Use Policy has been violated.
3. It is mandatory that any devices operated by students utilize the PISD-Wireless network.
4. Students may not interfere or circumvent the PISD-Wireless network by using personal networking devices, or software such as wifi hotspots, access points, routers, etc. This includes disruption of equipment and/or services due to the introduction of malware or the use of malicious websites.
5. Use of the PISD-Wireless including any BYOD are primarily intended for instructional use. This means that the amount of bandwidth allocated to it may be limited, and it may even be shut down entirely if it is necessary to do so to safeguard the integrity of the network, protect students from malware or malicious actors, or ensure the functioning of PISD owned devices and services.
6. Students are responsible for their own devices. If personal devices are damaged or stolen while on PISD property, PISD will not be liable for the replacement or repair of any personal device. Any data and/or SMS/MMS (texting) charges will not be reimbursed by PISD.
7. Students are responsible for their device setup, maintenance, and charging. Teachers will not store student devices, unless the device was taken up as a disciplinary action, or for testing. No district employee will diagnose, repair, or work on a student's personal device.
8. These devices have monetary value. Students are prohibited from trading or selling these items to other students on district property, including school buses.

Content Filtering

While the district uses filtering technology and protection measures to make its best effort to restrict access to inappropriate material, it is not possible to absolutely prevent such access. It will be each student's responsibility to follow the rules for responsible use. Access to the PISD network is a privilege and administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

Damaged Equipment

Repairs

Occasionally, unexpected problems do occur with school-owned devices that are not the fault of the user (crashes, software problems, etc.). The PISD Technology Department will assist students in having these

fixed during the school day. There is a difference, however, between an accident, negligence, and purposeful damage.

After an investigation by campus administration, it will be determined if the damage was accidental, negligent, or purposeful. Consequences, if necessary, will be determined by campus administration.

Stolen Equipment

Reporting Process

If equipment is stolen, a PISD police report must be filed and a copy of the report must be provided to the school by the student or parent in a timely manner. Failure to report the theft to proper staff and follow the proper filling procedure may result in the loss of the use of a school provided device for a student.

Examples of Unacceptable Use

Irresponsible conduct includes, but is not limited to, the following and may result in disciplinary actions by campus administration:

- Personal use that interferes with instruction
- Deleting browser history (on PISD owned devices)
- Using the network for illegal activities, including copyright violation, software license or service contract violations, or illegally downloading music, games, images, videos or other media
- Legally downloading or streaming music, games, images, videos or other media without the permission of a teacher
- Unauthorized downloading or installation of any software including shareware and freeware
- Using PISD devices and services for financial or commercial gain, advertising or political action, activities, or lobbying
- Off-task accessing or exploring online locations or materials that do not support the curriculum and or are inappropriate to school assignments, or helping others to do so
- Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of malicious software is strictly prohibited
- Gaining unauthorized access anywhere on the network
- Revealing personally identifiable information[1]
- Invading the privacy of other individuals
- Taking pictures of a student, staff member, or community member without his or her permission, regardless of whether or not these images are intended to be posted online or in a social media app
- Posting, reposting, or broadcasting legal information or mugshots of any Prosper ISD student, staff member, or community member on any Prosper ISD digital resource.
- Using another's account or password, or allowing another user to access one's account or password
- Participating in malicious activity on the network, or helping others to participate in unauthorized activity on the network
- Posting anonymous messages or unlawful information on the network

[1] "Personally Identifiable Information (PII) | Protecting Student Privacy." https://studentprivacy.ed.gov/content/personally-identifiable-information-pii. Accessed 8 May. 2019.

- Participating in cyberbullying
- Participating in any harassment
- Sexting, sending or accessing pornographic content, sending or accessing sexually inappropriate images, content, or materials, or receiving such materials without notifying a PISD employee or a parent or guardian
- Using inappropriate language
- Falsifying identification documents
- Obtaining copies, modifying files, data or passwords belonging to others on the network
- Placing a computer virus, or other malware on a computer or network
- Attempting to access blocked sites, bypassing the internet filter, or concealing internet activity
- Sending or forwarding non-school related messages
- Having food or drinks around technology devices
- Changing device settings and/or background images
- Using school provided devices or resources for instant messaging
- Any use of technology resources that is deemed disruptive

Consequences of Misuse

Any offense that might be negligent or purposeful may be severe enough to result in an immediate administrative referral and/or loss of technology privilege. Consequences will vary per campus but may include:

- A warning
- In-class consequences, such as the loss of the device for the class period
- School-based consequences
- Parent contact
- Administration referral
- Loss of device or network access for extended period of time, which will be determined by the campus administration.
- Disciplinary Alternative Education Placement (DAEP)

Technology Student/Parent Handbook Agreement

Students – As users of PISD technology and the PISD wireless network, you are responsible for reading and abiding by this policy. You attest that you have read this Acceptable Use Policy, understand the PISD policies relating to responsible use of PISD technology systems and the internet, and agree to abide by them. Any violation of this policy may result in disciplinary consequences.

Parents or Guardians - As the parent or guardian of this student, you attest that you have read this acceptable use policy relating to the use of the school district technology systems and the internet. You understand that this access is designed for educational purposes. The school district has taken precautions to filter/eliminate controversial materials while students are on PISD campuses. However, you also recognize it is impossible for the school district to restrict all access to materials and will not hold the

school district or its employees liable for material acquired on the internet. Further, you understand it is your responsibility to supervise and monitor your child's technology usage when your child is not in a school setting.

By allowing your child to use PISD technology devices and the PISD Wireless, you and your student agree to follow the guidelines as outlined in this policy.