

2020-2021
Student Code of Conduct



Arlington

INDEPENDENT SCHOOL DISTRICT

More Than a Remarkable Education



Senior High Schools

013 Agricultural Science Center*	2212 Michigan Ave.....	76013.....	682-867-9500.....	682-867-9505.....	Ginger Polster
014 Arlington College & Career*	4900 W. Arkansas Lane.....	76016.....	682-867-9600.....	682-867-9605.....	Dr. Ben Bholan
011 Arlington Collegiate @TCC-SE*	2224 Southeast Pkwy.....	76018.....	817-515-3550.....	817-515-3540.....	Jeff Krieger
001 Arlington.....	818 W. Park Row Dr.....	76013.....	682-867-8100.....	682-867-8119.....	Dr. Shahveer Dhalla
004 Bowie.....	2101 Highbank Dr.....	76018.....	682-867-4400.....	682-867-4406.....	Reny Lizardo
012 Dipert Career & Tech Center*	2101 Browning Dr.....	76010.....	682-867-9500.....	682-867-9505.....	Ginger Polster
003 Lamar.....	1400 W. Lamar Blvd.....	76012.....	682-867-8300.....	682-867-6959.....	Andrew Hagman
005 Martin.....	4501 W. Pleasant Ridge Rd.....	76016.....	682-867-8600.....	682-867-8609.....	Marlene Roddy
008 Newcomer Center*	600 S.E. Green Oaks Blvd.....	76018.....	682-867-7100.....	682-867-7146.....	Greg Meeks
002 Sam Houston.....	2000 Sam Houston Dr.....	76014.....	682-867-8200.....	682-867-6290.....	Juan Villarreal
009 Seguin.....	7001 Silo Rd.....	76002.....	682-867-6700.....	682-867-6705.....	Ray Borden
007 Turning Point Secondary*	2209 N. Davis Dr.....	76012.....	682-867-3000.....	682-867-3045.....	Jeanne Muldrew
006 Venture*	600 S.E. Green Oaks Blvd.....	76018.....	682-867-6400.....	682-867-6441.....	Greg Meeks

**6 Reg.
7 Alt.
13 HS**

Junior High Schools

045 Bailey.....	2411 Winewood Ln.....	76013.....	682-867-0700.....	682-867-0708.....	Jason Davis
052 Barnett.....	2101 E. Sublett Rd.....	76018.....	682-867-5000.....	682-867-5096.....	Stephanie Hawthorne
051 Boles.....	3900 S.W. Green Oaks Blvd.....	76017.....	682-867-8000.....	682-867-8073.....	Dr. Angela Smith
041 Carter.....	701 Sharp St.....	76010.....	682-867-1700.....	682-867-1721.....	Claudia Morales-Herrera
047 Gunn.....	3000 S. Fielder Rd.....	76015.....	682-867-5400.....	682-867-5405.....	Dr. Matt Varnell
053 Nichols (U).....	2201 Ascension Blvd.....	76006.....	682-867-2600.....	682-867-2649.....	Catherine Claiborne
055 Ousley.....	950 Southeast Pkwy.....	76018.....	682-867-5700.....	682-867-5775.....	Grayson Toperzer
048 Shackelford (U).....	2000 N. Fielder Rd.....	76012.....	682-867-3600.....	682-867-3603.....	TBA
050 Workman.....	701 E. Arbrook Blvd.....	76014.....	682-867-1200.....	682-867-1218.....	Jacquelyn McClendon
049 Young.....	3200 Woodside Dr.....	76016.....	682-867-3400.....	682-867-3405.....	Stacie Humbles

10 JHS

Elementary Schools

161 Adams.....	2220 Sherry St.....	76010.....	682-867-2130.....	682-867-2135.....	Lesley Rhodes
124 Amos.....	3100 Daniel Dr.....	76014.....	682-867-4700.....	682-867-4708.....	Carin Tufts
160 Anderson (U).....	1101 Timberlake Dr.....	76010.....	682-867-7750.....	682-867-7773.....	Angela Peragine
149 Ashworth.....	6700 Silo Rd.....	76002.....	682-867-4800.....	682-867-4808.....	Stacey Maddoux
132 Atherton.....	2101 Overbrook Dr.....	76014.....	682-867-4900.....	682-867-4916.....	Bianca Gholston
141 Bebensee.....	5900 Inks Lake Dr.....	76018.....	682-867-5100.....	682-867-5108.....	Charlotte Carter
158 Beckham.....	1700 Southeast Pkwy.....	76018.....	682-867-6600.....	682-867-6617.....	Karen Hicks
101 Berry.....	1800 Joyce St.....	76010.....	682-867-0850.....	682-867-0857.....	TBA
102 Blanton (U).....	1900 S. Collins St.....	76010.....	682-867-1000.....	682-867-0987.....	Joshua Leonard
147 Bryant.....	2201 Havenwood Dr.....	76018.....	682-867-5200.....	682-867-5211.....	Randi Smith
155 Burgin.....	401 E. Mayfield Rd.....	76014.....	682-867-1300.....	682-867-1369.....	Christi Wilks
129 Butler.....	2121 Margaret Dr.....	76012.....	682-867-1010.....	682-867-1071.....	Jennifer Bohannon
137 Corey Academy.....	5200 Kelly Elliott Rd.....	76017.....	682-867-3900.....	682-867-3904.....	Nidia Zaravar
150 Crouch (U).....	2810 Prairie Hill Dr., GP.....	75051.....	682-867-0200.....	682-867-0217.....	Jaime Stephens
103 Crow Leadership Academy (U).....	1201 Coke Dr.....	76010.....	682-867-1850.....	682-867-1847.....	Jamie MacDougall
130 Ditto.....	3001 Quail Ln.....	76016.....	682-867-3100.....	682-867-3176.....	Bel Williams
104 Duff.....	3100 Lynnwood Dr.....	76013.....	682-867-2000.....	682-867-2003.....	Cindy Harbison
125 Dunn.....	2201 Woodside Dr.....	76013.....	682-867-3200.....	682-867-3203.....	Mary Helen Burnett
142 Ellis.....	2601 Shadow Ridge Dr.....	76006.....	682-867-7900.....	682-867-7903.....	Keith Boyd
143 Farrell (U).....	3410 Paladium Dr., GP.....	75052.....	682-867-0300.....	682-867-0370.....	Glen Brunk
136 Fitzgerald.....	5201 Creek Valley Dr.....	76018.....	682-867-5300.....	682-867-5347.....	Cindy Brown
126 Foster.....	1025 High Point Rd.....	76015.....	682-867-5350.....	682-867-5806.....	Jacquelyn Burden
119 Goodman.....	1400 Rebecca Ln.....	76014.....	682-867-2200.....	682-867-2275.....	Stephanie Savala
153 Hale (U).....	2400 E. Mayfield Rd.....	76014.....	682-867-1530.....	682-867-1956.....	Natasha Harris
117 Hill.....	2020 W. Tucker Blvd.....	76013.....	682-867-2300.....	682-867-2375.....	Kasie Longoria
121 Johns (U).....	1900 Sherry St.....	76010.....	682-867-2500.....	682-867-2505.....	Dawn Zdrojewski
163 Jones Academy.....	2001 Van Buren Dr.....	76011.....	682-867-3580.....	682-867-3505.....	Katiuska Herrador
128 Key.....	3621 Roosevelt Dr.....	76016.....	682-867-5500.....	682-867-5502.....	Hallema Jackson
157 Knox.....	2315 Stonegate St.....	76010.....	682-867-2051.....	682-867-2104.....	Rose Ravin
107 Kookan Ed. Center**.....	423 N. Center St.....	76011.....	682-867-7152.....	682-867-7154.....	Dr. Connie Spence
151 Larson (U).....	2620 Avenue K, GP.....	75050.....	682-867-0000.....	682-867-0079.....	Teri Conley
146 Little.....	3721 Little Rd.....	76016.....	682-867-3300.....	682-867-3305.....	Beth Anne Woodard
165 McNutt.....	3609 S. Center St.....	76014.....	682-867-9100.....	682-867-9105.....	Ginger Cole-Leffel
135 Miller.....	6401 W. Pleasant Ridge Rd.....	76016.....	682-867-8400.....	682-867-8405.....	Shelly Osten
144 Moore.....	5500 Park Springs Blvd.....	76017.....	682-867-8900.....	682-867-8970.....	Nathan Prange
131 Morton (U).....	2900 Barrington Pl.....	76014.....	682-867-5600.....	682-867-5679.....	TBA
162 Patrick.....	755 Timber Oaks Ln., GP.....	75051.....	682-867-0600.....	682-867-0605.....	Ena Meyers
164 Peach.....	2020 Baird Farm Rd.....	76006.....	682-867-6100.....	682-867-6105.....	Dr. Stephanie Lee
154 Pearcy STEM Academy.....	601 E. Harris Rd.....	76002.....	682-867-5555.....	682-867-5561.....	Codi Van Duzee
120 Pope.....	901 Chestnut Dr.....	76012.....	682-867-2750.....	682-867-2795.....	Celina Kilgore
109 Rankin (U).....	1900 Oleander Dr.....	76010.....	682-867-2800.....	682-867-2805.....	Lori Mosley
159 Remyse.....	2720 Fall Dr., GP.....	75052.....	682-867-0500.....	682-867-0507.....	Selena Ozuna
110 Roark (U).....	2401 Roberts Cir.....	76010.....	682-867-2900.....	682-867-2904.....	Anna Anderson
134 Sherrod (U).....	2626 Lincoln Dr.....	76006.....	682-867-3700.....	682-867-3705.....	Dr. Michelle Cummings
123 Short.....	2000 California Ln.....	76015.....	682-867-5850.....	682-867-5895.....	Katina Martinez
111 South Davis.....	2001 S. Davis Dr.....	76013.....	682-867-3800.....	682-867-3817.....	Debra Wall
112 Speer (U).....	811 Fuller St.....	76012.....	682-867-4000.....	682-867-4005.....	Tashalon McDonald
140 Starrett.....	2675 Fairmont Dr., GP.....	75052.....	682-867-0400.....	682-867-0405.....	Allison Gilmore
113 Swift.....	1101 S. Fielder Rd.....	76013.....	682-867-4100.....	682-867-4109.....	Bailey Morris
114 Thornton (U).....	2301 E. Park Row Dr.....	76010.....	682-867-4200.....	682-867-4295.....	Alicia Rodriguez
148 Webb (U).....	1200 N. Cooper St.....	76011.....	682-867-4300.....	682-867-4349.....	Elena Lopez
152 West.....	2911 Kingswood Blvd., GP.....	75052.....	682-867-0100.....	682-867-0190.....	Wendy Britton
145 Williams.....	4915 Red Birch Dr.....	76018.....	682-867-5900.....	682-867-5904.....	Mark Kammlah
116 Wimbish World Lang. Academy.....	1601 Wright St.....	76012.....	682-867-6000.....	682-867-6019.....	Manuel Trevino
133 Wood.....	3300 Pimlico Dr.....	76017.....	682-867-1100.....	682-867-1105.....	David Dillard

**54 Reg.
1 Pre-K
55 Elem.**

**Total
Schools
78**

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Dear AISD students and families:

Welcome to the 2020-2021 school year! We expect that this year will be a great one for all of you. The AISD is dedicated to ensuring that all of our students are in school and engaged in active learning. This Student Code of Conduct partnered with the districtwide implementation of Positive Behavioral Interventions and Support to foster student academic and behavioral success.

PBIS is founded on the belief that all children can exhibit appropriate behavior, and it establishes a climate where that is the norm. PBIS makes sure that teaching and learning environments are not reactionary to student misbehavior – resulting in anything from a reprimand to suspension or expulsion – but they are more engaging and responsive, establishing the behavioral supports and social culture for students to achieve academic success. Student responsibilities described in the Student Code of Conduct include attending school on time every day, being prepared with assignments and materials, practicing self-discipline, practicing goal setting, showing respect for others and their property, expressing thoughts and ideas with civility and respect, and cooperating with lawful and reasonable directives from staff.

Students and parents are encouraged to read the Student Code of Conduct and become familiar with its content. Adherence to the Student Code of Conduct is an important step toward the creation of the respectful, collaborative culture that we desire on all our campuses. Have a great school year!

Sincerely,

Dr. Marcelo Cavazos
Superintendent

Student Code of Conduct

The Arlington Independent School District (AISD) is committed to providing each student with a quality educational program. This goal can only be achieved in a cooperative school climate free from disruptions which hinder and interfere with the educational process. The rights of students, teachers, parents, and administrators are to be valued and are protected under federal and state laws. The AISD will strive to achieve a working balance between rights and responsibilities, which foster a positive school climate where there is mutual respect and an opportunity for students to develop to their fullest potential.

The *Student Code of Conduct* (SCOC) has been formulated in compliance with relevant law. Policies and procedures of the AISD Board and administrative regulations that pertain to student conduct are addressed in the SCOC. The SCOC is designed to inform students, parents, legal guardians and school personnel of expectations of conduct applicable to this school district.

For more specific information on AISD policies and procedures, please refer to the AISD Board Policy Manual which can be found on the Internet at www.aisd.net and each school campus. This Student Code of Conduct may also be found online at www.aisd.net.

Statement Regarding the Use of the District *Student Code of Conduct* and Campus Handbooks

The *Student Code of Conduct* is a broad guide regarding expectations, violations and corrective actions. Throughout the code are statements that acknowledge the discretion that can be exercised by the campus administrator. Also, the lists of corrective actions indicate many choices. However, in some cases, the school administrator is bound by district policy, state law and/or federal law regarding corrective actions. Appropriate due process hearings are held when corrective actions for serious offenses are contemplated.

Many campuses issue their own campus handbook as a supplement to address their particular needs. While these handbooks are not intended to be as complete or as detailed as the *Student Code of Conduct*, many attempt to reconcile any differences between the *Student Code of Conduct* and the campus handbook. In most cases, neither the *Student Code of Conduct* nor the campus handbooks are to be seen as totally complete and fixed to the point of no reasonable discretion being able to be applied by the campus administrator. In short, parents are urged to read both documents and review the content with their students. Both documents are broad but very clear on what is acceptable behavior, which aids in the orderly process of creating a safe and productive learning environment.

The *Student Code of Conduct* will govern whenever there is a conflict with the campus handbook. Board policy will govern when there is a conflict with the *Student Code of Conduct*.

School District Authority and Jurisdiction

Each campus has a campus behavior coordinator to maintain discipline. Arlington Independent School District has designated each campus assistant principal as the campus behavior coordinator for their campus.

School expectations and the authority of the district to administer discipline apply whenever the district's interest is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on district transportation;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081;
- When the student is required to register as a sex offender;
- When the student is bullying a student on or off campus pursuant to state law, and;
- When the student is cyberbullying another student that interferes with any student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school sponsored or school related activity.

The district has the right and authority to perform the following searches:

- The search of a student's outer clothing, pockets, property, locker, and/or vehicle when there is reasonable cause to believe they contain articles or materials prohibited by the district or when a student voluntarily consents to the search.
- Random locker searches and metal detector screening exercises on campus will be conducted throughout the school year.

If a student refuses to comply with a metal detector search, the student's parent and/or guardian will be contacted, the student may be removed from the campus and the student may be subject to appropriate school corrective actions. The district may search a person or their property if there is reasonable suspicion of a policy violation.

ADDENDUM TO STUDENT CODE OF CONDUCT

Beginning of the 2020-2021 school year, it is necessary that AISD clarify its expectations of our students when engaged in remote learning.

GENERAL AUTHORITY TO IMPOSE DISCIPLINE

The Texas Legislature has delegated the authority to manage independent school districts and discipline students to the Board of Trustees and its employees. The school has the authority to administer discipline whenever the interest of the school is involved, on or off school property, in conjunction with or independent classes and school-sponsored activities. In light of the school closures related to COVID-19, the District's authority also applies:

- While the student is attending virtual instruction during temporary school closures, regardless of time or location; and
- While the student is participating in any school-related virtual meeting during temporary school closures, regardless of time or location.

PROHIBITED CONDUCT

Students will be subject to discipline if they engage in any of the following prohibited conduct while they are subject to the school's jurisdiction as provided above:

- While using remote learning platforms, using virtual backgrounds that feature profanity, lewd or vulgar language, obscene gestures, or other inappropriate references as determined by school officials; and
- While using remote learning platforms, failing to wear appropriate dress as specified in the AISD Student Code of Conduct; and
- While using remote learning platforms, demonstrating criminally punishable behavior; and
- While using remote learning platforms, failing to be present during online instruction, or attempting to deceive AISD of the student's presence in online instruction; and
- While using remote learning platforms, permitting non-students to view and/or engage in virtual instruction; and

- Intentionally destroy or damage district property loaned to the student for the purpose of accessing virtual instruction; and
- While using remote learning platforms, displaying any misbehavior that gives school officials reasonable cause to believe that the conduct will substantially disrupt the school program.

DAEP & EXPULSIONS

Although students are not receiving instruction on AISD campuses, exhibiting prohibited conduct while in use of remote learning platforms may still result in disciplinary consequences, up to and including placement in DAEP and/or expulsion. If a student demonstrates prohibited conduct warranting placement in DAEP or expulsion, AISD will ensure that procedures specified in the Student Code of Conduct will be complied with before and during such disciplinary action.

Law Enforcement

Law enforcement officials, including School Resource Officers (SROs), may be contacted to keep or restore order at school or at school-related activities. They may also be contacted to conduct their own investigations of alleged criminal conduct on school premises or at school-related activities. Administrators, teachers, students, other district staff and adult volunteers have the ability to contact law enforcement and campus-based SROs for assistance. Law enforcement officials will determine whether students should be arrested and/or issued citations/tickets.

If a student is issued a citation/ticket for a Class C misdemeanor offense (for example, assault or disruption of class), the student and parent may be required to appear in the appropriate municipal court. If appearing in Arlington Municipal Court, a student may request and may be granted the opportunity to participate in Arlington Municipal Teen Court as an alternative to paying a court fine. The student/juvenile defendant will appear in Teen Court to state their case and to be sentenced to complete community service hours, two or more Teen Court jury terms, and/or some other creative alternative sentence to “pay” the court fine. If the juvenile defendant satisfactorily completes the sentence, the violation will be dismissed and will not remain on the juvenile’s record. For more information on Arlington Municipal Teen Court, please visit the City of Arlington website at www.arlington-tx.gov/teencourt/. More than one offense may be referred to Teen Court at the judge’s discretion. Only one citation from Municipal Court may be referred to the Teen Court Program within a two-year period.

RESPONSIBILITIES

The Arlington Independent School District strives to provide a safe, positive, and educationally-oriented environment in each of its schools. All students and their family members share a responsibility to support this goal so that all may benefit from the services provided by the district. A spirit of cooperation is a must if a quality education and effective discipline are to be a reality. The responsibilities of students, parents and the district are defined as follows:

STUDENT RESPONSIBILITIES:

1. Students of Arlington Independent School District have a responsibility to cultivate excellence in their academic and civic pursuits. This may be achieved through:

- Attending school every day and working hard to master the skills and knowledge shared by your teachers and other instructional staff;
- Arriving to all classes on time with assigned work and appropriate materials;
- Practicing self-discipline, setting individual goals, and utilizing good work habits to meet personal and educational expectations, and;
- Taking ownership of learning by engaging in extracurricular and co-curricular activities that enhance and promote academic achievement (e.g., school clubs/organizations, fine arts, UIL athletics, UIL academics, work programs and community involvement).

2. Students have a responsibility to show consideration for the physical, social, and emotional well-being of others. At a minimum, this may be demonstrated by:

- Showing respect for others and their property;
- Using kind and courteous language and refraining from making profane, insulting, threatening, or inflammatory remarks;
- Expressing opinions and ideas in a thoughtful, respectful, and civil manner, and;
- Not coming to school sick.

3. Students have a responsibility to conduct themselves in a respectful and honorable manner while at school and at all school-related activities or events. This includes:

- Cooperating with all lawful and reasonable directives issued by school personnel;
- Establishing and maintaining effective working relationships with parents, peers, and school personnel;
- Seeking changes in school policies and regulations through approved channels in an orderly and responsible manner;
- Assuming responsibility for making choices and accepting consequences for your behaviors, and;
- Reporting inappropriate behavior to school officials in a timely manner.

4. Students have a responsibility to act in accordance with district and school expectations and procedures. This includes:

- Following all district, school, bus, and classroom expectations;
- Adhering to the school dress code;
- Remaining in assigned areas until dismissed, and leaving when directed;
- Following all safety and discipline procedures while on the bus and/or in bus zones, using caution at all times to ensure the safety of themselves, their peers, and the bus drivers. Some examples of safe bus behavior include:
 - Standing away from roadways and vehicles while waiting for the bus;
 - Waiting in clear sight of the driver until the bus comes to a complete stop before loading or unloading;
 - Loading the bus one student at a time and taking your seat immediately;
 - Using kind, courteous, and respectful language and speaking quietly on the bus;
 - Following the directions of the bus driver and/or driver's assistant in a prompt and respectful manner.
- Reviewing and acknowledging receipt of the *Student Code of Conduct*, and seeking clarification on district and school policies as needed.

PARENT OR LEGAL GUARDIAN RESPONSIBILITIES:

1. Support your child's potential for lifelong success and maximize his or her ability to learn while at school.

Examples of ways to support your child include but are not limited to:

- Providing the necessities of life in the home environment, including emotional encouragement, supervision, direction, and positive acknowledgement of your child's attempts to learn new skills;
- Helping your child to learn and practice social and emotional skills that help him or her build positive relationships, resolve conflicts, and participate effectively in instruction;
- Helping your child come to school every day on time and properly attired, and promptly notifying the school to explain any absences or tardies;
- Providing a quiet space free of distractions for your child to study at home, providing structure and positive encouragement to develop strong study habits, and helping your child participate in school tutorials as the need arises, and;
- Not sending student to school sick.

2. *Work with teachers and school and district administrators to provide a safe, positive, and educationally-oriented school environment.* This can be achieved by:

- Maintaining regular, open communication with your child's teachers, support staff, and administrators, which includes sharing your up-to-date addresses, phone numbers, and email addresses with the school office so that you may be reached if your child has an emergency;
- Ensuring student safety by adhering to appropriate drop-off and pick-up times and providing appropriate identification when requested by school personnel;
- Obtaining state-required immunizations to protect your child and his or her peers from preventable diseases, keeping your child home when ill, and following procedures for administration of medication at school;
- Reviewing the Student Code of Conduct with your child, helping him/her to understand how expectations for his or her behavior at school are related to your expectations for his or her behavior at home, and signing the Student and Parent Acknowledgement Statement with your child;
- Reporting concerns of inappropriate conduct in a timely manner, and;

- Working with teachers and/or school administrators to teach your child an alternative way to handle the situation that would result in a more productive and/or positive outcome if a disciplinary incident were to occur.
- 3. Show your child that you are interested in his or her education and talk with their teacher(s) to learn how you can support his or her success.** There are many ways to show your children that you care about their education, including:
- Discussing work assignments and school activities with your child, and help them understand how their education and their teachers can help them achieve their goals in life;
 - Using the Parent Self-Serve online application (<https://is-teams.aisd.net/selfserve/parent/>) to view your child's academic progress and attendance, and request a conference with your child's teacher(s) if you see that he or she is struggling with a subject;
 - Making sure your child's teachers are aware of any learning difficulties or other conditions that may impact their ability to actively participate in their school activities, and;
 - Treating teachers as your partners for your child's education. Respond positively to their attempts to communicate with you, attend conferences, and share your expertise on your child to discover strategies that will maximize his or her success.

SCHOOL PERSONNEL RESPONSIBILITIES:

- 1. Discover the positive qualities, academic strengths, and personal interests of each of their students, and identify how these traits can be used to maximize students' success.** There are many ways to accomplish this, including:

- Showing respect for students and their property;
- Using kind and courteous language and refraining from making profane, insulting, threatening, or inflammatory remarks;
- Expressing opinions and ideas in a thoughtful, respectful, and civil manner;

- Taking time to talk with your student and asking about their personal interests, and;
- Getting to know the student's family members and enlisting their expertise to support the student's academic, social, and emotional development.

2. Establish regular, positive communication with students and their families. At a minimum, this includes:

- Communicating promptly with parents or guardians, including contacting them when there is a change in a student's performance, when an improvement is not sustained, when you have a concern about a student, or when parents inquire about their child;
- Participating in campus activities that promote parent and/or student involvement;
- Work collaboratively with students, parents, and other district professionals to solve problems at the classroom level, and;
- Disseminating grading procedures and classroom expectations to students and parents at the beginning of each semester.

3. Teach students skills that enable them to become life-long learners. This includes but is not limited to:

- Effective study habits, organization, and planning skills;
- Emotional regulation skills to help students become receptive to learning and discipline, and;
- Self-management skills to help students establish goals, set limits, and choose options effectively.

4. Conduct themselves in a respectful and honorable manner while at school and at all school-related activities or events.

This includes:

- Following state laws as well as district policies and regulations, and;
- Abiding by the Code of Ethics as approved by the Texas Education Agency.

Following the expectations and regulations established by the school and district as stated in the Campus Discipline Management Plan.

How May We Assist You?

AISD is committed to providing the best service to our students, parents and community partners. The following procedure will help resolve your issues:

Step 1:

- **Bring your concern to the person closest to the problem. For example, if you have a question about something that happened in your child's classroom, start with the teacher.**

Step 2:

- **The next level will be to discuss your concern with the person who supervises the individual or department in question. In most cases, this is the principal (additional resources: assistant principal/counselor).**

Step 3:

- If you have additional concerns, we want to help you, and we ask that you work with us to resolve issues by contacting the following:

Curriculum/Grades

Chief Academic Officer 682-867-7300

Executive Director, Transformational Learning 682-867-0088

Executive Director, Teaching and Learning, 682-867-7510

Director, Special Education, 682-867-0800

School Transfers

Coordinator, PEIMS 682-867-7217

Behavior, Discipline, Attendance

Assistant Superintendent, Administration 682-867-7340

Coordinator, Office of Student Behavioral Support Systems 682-867-7326

Employee - Related Concerns

Assistant Superintendent, Human Resources 682-867-7433

Director, Development and Employee Relations 682-867-7290

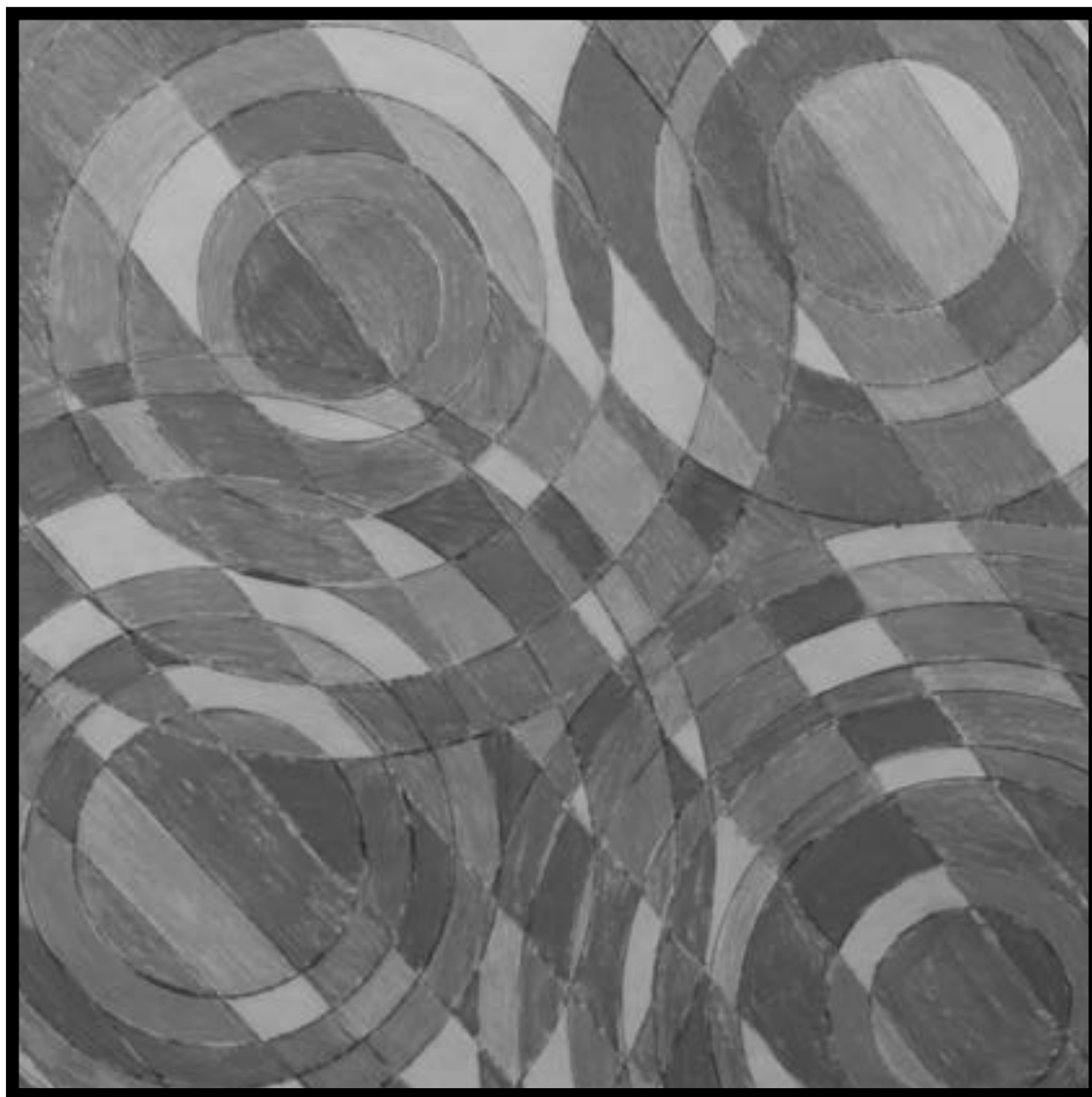
Director of Customer Service, Human Resources, 682-867-7290

Title IX Concerns

Assistant Superintendent, Administration 682-867-7340

For additional resolution options see Board Policy FNG (Local)

Frequently Asked Questions



Bethanne Monroe
Wood Elementary

Frequently Asked Questions

1. What is the *Student Code of Conduct*? Why do we have this discipline system?

The *Student Code of Conduct* is designed as a guide to promote an orderly, positive, safe and well-managed environment so that every student may receive a quality education. It is the primary job of the school district to teach students in an atmosphere that is free from disruptions or inappropriate behavior. In this atmosphere, the best learning will take place.

The *Student Code of Conduct* provides a uniform set of behavioral expectations and corrective actions for all students in all grades of the school district. Texas law requires that every school district in Texas develop a system of uniform behavioral expectations and corrective actions. The law also requires that every student and parent receive a copy of the *Student Code of Conduct*.

2. Are there different levels of misbehavior and corrective actions?

Yes. While it is desirable that students work toward the goal of appropriate behavior in the school setting, there are different levels of inappropriate behavior or misbehavior. Corrective actions are based on the nature and seriousness of the behavior.

Accordingly, the *Student Code of Conduct* is divided into four levels of misbehavior with four corresponding levels of corrective actions.

If a student breaks a Group I behavior expectation, the corrective action will come from Group I corrective actions. Groups II, III and IV misbehaviors are progressively more serious, and may therefore require more serious corrective actions. The most serious misbehaviors will result in removal to an alternative education program or expulsion.

- Group I misbehaviors are the minor misbehaviors, with appropriate Group I corrective actions.
- Group II misbehaviors are more serious or persistent than Group I misbehaviors, which therefore require a corrective action from the Group II corrective actions.
- Group III misbehaviors are serious or persistent misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group 3 misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation. These more serious misbehaviors will receive Group III corrective actions.
- Group IV misbehaviors constitute serious or persistent misbehaviors or illegal acts. Group IV corrective actions are serious and are appropriately tailored to the act of misbehavior. Removal to an alternate education program will occur when a student acts in a manner that meets the criteria noted in the *Student Code of Conduct*.

Expulsion is the most serious corrective action for acts that require such measures.

The *Student Code of Conduct* utilizes a philosophy known as “progressive discipline.”

3. What is “progressive discipline?”

Progressive discipline describes the process of applying increasingly intensive corrective actions in proportion to the seriousness of the misbehavior. Simply explained: “The consequence fits the misbehavior.”

Progressive discipline also takes into consideration that a student may repeatedly misbehave from a lower level and may not respond positively to the corrective action for that lower level. For example, if a student repeatedly performs a Group II misbehavior and repeatedly receives a Group II corrective action but does not change their behavior, the repetitive Group II offense may automatically “progress” to become a Group III offense, requiring a more intensive corrective action.

A student who repeatedly does not respond to the appropriate corrective action for a misbehavior “progresses” to the next level of discipline.

4. Why can two students receive different corrective actions for the same act of misbehavior?

It is correct that in a system of progressive discipline, two students who have committed the same offense may receive different corrective actions. The reason for this is that one student may be a first-time offender, having no previous record of misbehavior, while the other student may have a previous history of misbehavior.

Under the progressive discipline plan, repeated violations of the *Student Code of Conduct* at a lower level (Group I, for example) may automatically progress to a corrective action from a higher level (Group II, for example).

Every student’s behavior record and behavior progress are unique and individual. Therefore, two students who may have actually committed the same offense together may receive a very different corrective action. See also, page 30 concerning the list of factors that administrators shall consider when deciding whether to suspend a student, remove a student to a disciplinary alternative education program, or expel a student.

5. Who has the authority to decide which corrective action is given to the student after an act of misbehavior?

The classroom teacher and school officials have the legal authority and responsibility to assign an appropriate corrective action for a student’s misbehavior. School officials may confer with a parent before assigning a corrective action, depending upon the severity of the behavior and possible corrective actions.

The staff of the school and the principal will utilize the guidelines set forth in the *Student Code of Conduct* to promote an orderly, safe, positive, and educational atmosphere for all students.

6. What are the responsibilities of the students, the parents, and the school staff?

Students, parents, and the staff of your school all have the responsibility to work together in cooperation to promote appropriate student behavior.

The school staff has an obligation to all students to provide a safe, positive, educationally-oriented atmosphere where every student can learn, unhindered by the inappropriate behavior of others. Moreover, the school staff has the responsibility to treat all students fairly and to select appropriate corrective actions for each individual student when a misbehavior occurs.

7. What discipline was given to another student? Why may I not know?

Often parents become frustrated because they want to know what corrective action was given to a student other than their own child. The law prohibits school authorities from revealing student discipline information to anyone other than the minor student's parent or legal guardian.

While it may be frustrating that a school official cannot offer specifics on how another student was disciplined, parents can be assured that the other student's parents will be informed of the misbehavior, and that an appropriate action will be taken.

The confidentiality provisions of the law are in place to protect the rights of every child as an individual.

8. Explain the confidentiality of students' discipline records.

Student records are governed by a federal statute, the Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) and a state statute, the Texas Public Information Act. FERPA and the Texas Public Information Act limit access to a student's records by anyone other than the student and/or parents. However, the U.S. Secretary of Education and the Texas Education Agency are granted an exception to review student records while conducting investigations of the school district. Student records can also be released without parental consent if subpoenaed or in a health or safety emergency.

9. How do I appeal a decision by the school that I do not agree with?

Students and parents have a right to disagree with a decision made by the school. It should be the goal of the student, the parent, and the school staff to resolve the issue at the school level. If the disagreement is with a teacher, it is advisable to discuss the disagreement with the teacher first. If there is no resolution, the next step is to discuss the matter with a campus administrator.

Complaints may be resolved informally. However, the district does have a formal student complaint procedure. This procedure is explained in the *Student Code of Conduct* section pertaining to student rights and responsibilities.

10. What are my child's rights in the discipline process?

A student and parent may disagree with decisions involving discipline. There are specific appeal procedures listed for assignment to a DAEP (Turning Point) and expulsions in the *Student Code of Conduct*. There are no formal appeal processes for other corrective actions such as detention, in-school suspension, up to three-day suspension, or up to a 10-day assignment to the CHOICES program. School administrators have a duty to maintain a proper educational environment and are authorized to make determinations regarding corrective

actions for discipline infractions. Disagreements should be brought informally to the school principal.

11. What is “due process of law?”

Simply put, due process is the right to have an opportunity to see or hear the evidence against a person and being permitted the opportunity to respond. The greater the level of consequences that are involved, the more complex or formal the procedures become. Depriving a student totally of educational services (expulsion) requires due process of law.

The procedure, therefore, is very limited if the school district is placing a student in an alternative education program on a different school campus and is continuing to provide educational services. The formality of due process increases when a student is expelled from receiving educational services.

12. What is the “due process” standard for a student who has been recommended for expulsion?

A student being expelled from educational services is entitled to:

- Prior notice of charges and the proposed sanctions as to afford reasonable opportunity for preparation;
- A right to a full and fair hearing before the Board or its designee;
- A right to an adult representative or legal counsel;
- An opportunity to testify and to present evidence and witnesses in his or her defense;
- An opportunity to examine and challenge the evidence presented by the school administration and to question the administration’s witnesses.

13. Is a student entitled to legal or adult representation at any time other than during an expulsion hearing?

Yes, the student complaint process [Board Policy FNG (Local)] <http://pol.tasb.org/Policy/Code/1098?filter=FNG> allows representation at Level One, Level Two and Level Three conferences. The AISD attorney may also be present when a student has legal representation.

14. Is there a separate set of expectations for students who ride the school bus?

The behavioral expectations outlined in the Student Code of Conduct apply to the entire time a student is in a bus zone or riding a bus. Because the school bus is a unique setting where misbehavior can have a serious impact on the safety of the driver and other students, additional expectations regarding transportation procedures are identified in the Student Responsibilities pg. 9 and Transportation Procedures pg. 28. Additional instructions may be identified by the bus drivers as needed to ensure the safety of all students and the driver.

15. Does AISD have a dress code for students?

Yes, AISD has a student dress code, which was developed by a committee of students, parents, teachers, and administrators representing all school ages and

grade levels. The dress code committee meets periodically to review the appropriateness of the dress code as community standards and fashions change. The dress code is designed to assist students and parents in planning wardrobes, and the ultimate goal is to support the *Student Code of Conduct* in creating an orderly and safe environment for learning. The dress code is included in this *Student Code of Conduct* starting on page 56.

16. What is the AISD attendance policy? How are absences excused?

Regular and punctual patterns of student attendance are essential for a student to receive maximum benefit from their education. Regular student attendance is a component in the overall behavior program and supports the *Student Code of Conduct*. The attendance policy is included in this *Student Code of Conduct*. Please refer to pages 86-90.

17. How long are discipline records kept by the school?

Discipline records are kept until the end of the current school year. However, records relating to removal to a DAEP, suspension, or expulsion are retained for five years.

18. What is criminal trespass?

To promote the safety and security of students and staff, all visitors must check in at the office of all campuses. The Texas Penal Code §30.05 provides that a person commits criminal trespass if he/she enters or remains on property or in a building of another without effective consent and he/she had notice that entry was forbidden or received notice to depart but failed to do so. For the purpose of this statute, “enter” means the intrusion of the entire body and “notice” means: (1) oral or written communication by the owner or someone with apparent authority to act for the owner, (2) fencing or other enclosure obviously designed to exclude intruders or to contain livestock (3) signs posted to be reasonably likely to come to the attention of the intruders indicating that entry is forbidden. Visitors posing a substantial risk of harm to any person or behaving in a manner that is disruptive or inappropriate for a school setting may be ejected or refused entry from district property.

19. What is the procedure to receive a VOE (TEA) driver’s license form?

School enrollment and attendance are required as conditions of licensing a student to operate a motor vehicle. This requirement applies to persons under 18 years of age unless a high school diploma or its equivalent has been obtained. (TEC 25.092, absences, states that a student must be in attendance 90 percent of the days the class is offered.) For students in grades 9-12, absences may be aggregated on the basis of a semester. Please allow the school 24 hours to complete the form for the student.

20. What should a student do if they believe they are being bullied (including cyber bullying), sexually harassed, or is a victim of dating violence?

The student should immediately notify appropriate school personnel, which would include a classroom teacher, a counselor or an administrator of any such behaviors, in accordance with district policy FFH (Local). There is also an option to report bullying anonymously by calling Campus Crime Stoppers of Tarrant

County at 817-469-8477 or on-line at www.469tips.com. See Board Policies FFH and FFI which can be found online at www.aisd.net.

21. What are Penal Code Title 5 felony offenses?

Penal Code Title 5 felony offenses include criminal homicide, kidnapping, aggravated kidnapping, false imprisonment, indecency with a child, sexual assault, aggravated assault, aggravated sexual assault, or injury to a child.

22. What does possession mean?

Possession means:

- To have contraband on one's person, in one's vehicle, in the vehicle driven by a student to/on campus, or in one's personal effects, such as a coat, purse, book bag;
- To touch or handle contraband;
- To have contraband under one's control;
- To have contraband in one's locker; or
- To be in a vehicle either as a driver or passenger with the knowledge that contraband is contained within the vehicle.

23. How does the district define use?

Use occurs when a student voluntarily introduces a prohibited substance into one's body by any means. Use can be verified if the introduction of the substance is observed or it is detectable by physical appearance, actions, breath, or speech [Board Policy FNCF]
[https://pol.tasb.org/Policy/Download/1098?filename=FNCF\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/1098?filename=FNCF(LEGAL).pdf).

24. What are the interview procedures when a violation of the *Student Code of Conduct* is suspected?

In disciplinary situations, in addition to school discipline, there may be additional action taken by an applicable law enforcement agency. School and law enforcement procedures are separate and distinct.

- **School Procedures**

School administrators are obligated to maintain discipline in the schools. Administrators have the right and responsibility to interview and question students without notifying parents and without one or both parents present. This would include students who are accused of conduct violations and students who witness conduct violations. To require the administration to do otherwise would thwart its ability to investigate violations of the *Student Code of Conduct*. The administration may contact the parent after a student has been interviewed. Information obtained through this interview will be shared on request to applicable law enforcement agencies if a violation of the law is believed to have occurred. When the student is believed to have violated a provision of the *Student Code of Conduct* that may require an assignment to DAEP, expulsion, or referral to any law enforcement agency, the administrator will make all reasonable attempts to contact the parent/guardian. Lesser violations may involve no parental contact during the investigation or administration

of corrective actions. Such determination is within the discretion of the administrator.

- **Child Protective Services and Law Enforcement**

- Child Abuse Investigation

When a representative of the Department of Family and Protective Services or another lawful authority desires to question or interview a student at school as part of a child abuse investigation, the principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning.

- Questioning of Students

After completing the school procedures and in the event that a conduct violation may also constitute a criminal law violation, the administrator will contact the law enforcement officer, school resource officer, the officer assigned to the campus, or call 9-1-1. Once the law enforcement officer has cause to believe that a criminal offense has been committed, the officer will take charge of any interview or investigation. The administrator may share with the law enforcement officer what information has been acquired in the school investigation. However, written student statements taken by the administration in its investigation will not be provided to the officer without the parent/guardian's consent, a subpoena, unless otherwise as required by law. When law enforcement officers or other lawful authorities desire to question or interview a student at school for any purpose other than a child abuse investigation, the following guidelines shall apply:

1. The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
2. The principal ordinarily shall make reasonable efforts to notify the student's parents or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, parents shall not be notified.
3. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence.

- Students taken into custody

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official's identity. To the best of his or her ability, the principal shall verify the official's authority to take custody of the student [see Board Policy GRA] <http://pol.tasb.org/Policy/Code/1098?filter=GRA> and then shall deliver over the student. The principal shall immediately notify the Superintendent and ordinarily shall notify the parents or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to

notifying the parents at that time, the principal shall not notify the parents.

25. What is AISD's policy for student ID?

Students must follow campus guidelines for student ID found on page 58.

26. What are the regulations regarding campus parking and traffic?

Parking on campus is a privilege, not a right, and violators may have the privilege suspended. Student drivers and their passengers shall be cautious and observe all traffic regulations. The speed limit on school parking lots is 10 MPH. Student drivers or passengers who are found to be in any way endangering the safety of themselves or others will be subject to corrective action, which may include loss of the privilege of having a vehicle on campus. The following expectations are common to parking on any school parking lot:

- All cars parked in the lot are required to have a current parking sticker.
- All traffic speed limits shall be observed.
- All traffic arrows shall be observed.
- Students are not to park in reserved, handicapped or visitor parking spaces.
- No tobacco or vaping products are allowed
- No alcohol or controlled substances are allowed
- No loitering.
- No weapons

Due to construction, there may be more specific expectations which apply to each campus. This information can be found in the student handbook distributed at each campus.

27. What is Section 504?

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires certain needs of students with disabilities to be met.

28. What is an "impairment" as used under the Section 504 definition?

An impairment as used in Section 504 may include any disability, long term illness, or disorder that "substantially" reduces or lessens a student's ability to access learning in the educational setting because of a learning, behavior, or health-related condition. It should be emphasized that a physical or mental impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities.

29. How does one qualify for Section 504 services?

One must have a physical or mental impairment which substantially limits one or more major life activities. Please refer to page 94 for more information.

30. What is AISD’s search process?

The district has the right and the authority to search desks, lockers, book bags, vehicles in the parking lot and other items for reasons of health and safety. Persons and property may be searched based upon reasonable suspicion.

31. What is AISD’s process for canine searches?

The district has the authority to use sniff dogs to search lockers and other parts of the building and campus property, and the areas around vehicles parked on school property. Persons may be searched based upon reasonable suspicion. [See Board Policy FNF(Local)] <http://pol.tasb.org/Policy/Code/1098?filter=FNF>.

32. What is AISD’s policy on laser pointers?

Students are not permitted to possess or use laser pointers while on school property, while using district transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the *Student Code of Conduct*.

33. Why is my child receiving a ticket or being punished for defending him or her self in a fight?

Self-defense is defined as use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself. The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when:

- The student provokes, invites, or encourages the use of physical force by another person.
- The student has an opportunity to avoid physical force or to inform a school official of the threatened use of force.
- The student uses physical force after the other party abandons or attempts to abandon a fight or confrontation.

When there is a report of a fight on campus between two or more students, the school administration conducts an investigation. If the investigation reveals that the students in question have engaged in mutual combat or have intentionally or knowingly fought with another in a public place, the school administrator dealing with the offense will issue a corrective action based on the investigation and other factors such as the students’ disciplinary histories. The school administrator will also notify law enforcement. Law enforcement may also investigate the matter and issue citations or take other action that law enforcement deems necessary.

34. Does AISD have an additional security layer of protection for the elementary campuses?

Yes, the Security and Plant Services Departments have determined that a camera/buzzer system could provide an additional layer of protection for the elementary campuses.

- **What is a camera/buzzer system?**
A camera/buzzer system will be installed at the main exterior entrance of each elementary, on a door already wired with an electronic card reader for the keyless entry system.
- **Will exterior doors at the elementary campuses be locked during the school day?**
Yes, all exterior doors will be locked during the school day, and visitors will press a buzzer to request entry into the building.
- **What does the camera do, and once the visitors are in the building, where do they go?**
A camera will project an image of the visitor to a monitor in the office, where staff will control the door. Once inside the building, visitors will be directed to check in at the office and undergo a visitor background check through the V-Soft visitor management system.

35. What is the RAPTOR system?

RAPTOR is a visitor registration system that enhances school safety by checking visitors against a sex offender database. This system alerts campus administrators if a registered sex offender is identified. It also prints visitor badges with the visitor's photograph. The V-Soft program will track visitors and volunteer hours.

- **How does it work?**
Driver license and/or government issued ID information is captured and compared to national databases of registered sex offenders. If an RSO (registered sex offender) is identified, campus administrators and law enforcement personnel can take appropriate steps to keep the campus safe.
- **Why is Arlington ISD using this system?**
The safety of our students is our highest priority. RAPTOR will provide a system to track visitors and volunteers while helping to identify people who may present a danger to students and staff members. The RAPTOR system quickly prints a visitor badge that includes a photograph, name of the visitor, time and date of issuance, and the visitor's destination.
- **What other information is the school taking from driver's licenses?**
RAPTOR only captures the visitor's name, date of birth, and photograph. The information is compared with information in a national database of registered sex offenders. No other personal information is collected or utilized. RAPTOR does not share any visitor information with other companies or vendors.
- **Does the school have the right to require visitors to produce identification before entering the campus?**
Yes. The school has the right to know who is on the campus, why they are there, and confirm that an individual has the authority to have access to a student. The school can only do this by requesting identification.
- **What if the person refuses to show identification?**
The campus administrator will be contacted immediately. The administrator will address the individual and explain the process. Based

on the situation and information given, the administrator can make a determination to allow entry or refuse access to the facility and/or a student. If access is granted by the administrator, the parent or guardian will be escorted by an administrator or designee while they are on campus.

- **What do I do if I do not have a driver's license or Government issued identification?**

You will need to provide your name and date of birth. It will be manually entered into the RAPTOR system.

- **Does the RAPTOR system have the ability to program other alerts?**

Yes. These alerts must be approved by the Assistant Superintendent of Administration.

36. Does AISD have a resource information page for parents?

Yes. Please click on the following link for a variety of information for parents.

<http://www.aisd.net/families/>

37. If my child is enrolled in a grade level below three, can he/she be placed in out-of-school suspension?

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

- conduct that contains the elements of an offense related to weapons under Section [46.02](#) or [46.05](#), Penal Code;
- conduct that contains the elements of a violent offense under Section [22.01](#), [22.011](#), [22.02](#), or [22.021](#), Penal Code; or
- selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
 - marijuana or a controlled substance, as defined by Chapter [481](#), Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;
 - a dangerous drug, as defined by Chapter [483](#), Health and Safety Code; or
 - an alcoholic beverage, as defined by Section [1.04](#), Alcoholic Beverage Code.

Levels of Student Misbehaviors and Disciplinary Actions



Hannah Oakley
Lamar High School

LEVELS OF STUDENT MISBEHAVIORS AND CORRECTIVE ACTIONS

General Information

- AISD strives to provide a safe, positive, and educationally-oriented environment in each of its schools, and all students are expected to behave in a manner that supports this goal. Behaviors that disrupt the school and/or educational environment, violate the law, and/or present other health or safety risks will not be tolerated. The *Student Code of Conduct* is AISD's notification about behaviors that are not tolerated. Possible corrective actions for each level of misbehavior are provided below, but each school's principal may consider other corrective actions as appropriate for each situation.
- AISD strives to ensure that all of its students are free from bullying, cyberbullying and harassment, including violence in students' relationships. All charges of bullying, cyberbullying, harassment, sexual harassment, and dating violence are to be taken very seriously by our students, faculty, staff, administration, and parents. We will make every effort to handle and respond to each and every charge and complaint filed by our students and employees in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged offenders.
- Some offenses are serious enough to warrant an automatic assignment to a disciplinary alternative educational placement campus (a Turning Point campus) or expulsion from AISD. Refer to the sections on Misconduct That Requires DAEP Placement and Misconduct That Requires Expulsion for further information.
- Disciplinary Alternative Educational Placements (Turning Point placements) may be for 15 school days, 30 school days, 45 school days or 60 school days in most cases, and shall be determined based upon the factors listed in this code of conduct, AISD's progressive discipline plan and the specific circumstances of each case.
- For specific information regarding: (1) telecommunications devices and other devices (cell phones, etc.); (2) use of technology and the Internet both on and off campus, and; (3) specific requirements regarding student dress code and uniforms, please review the Technology Regulations and Dress Code sections located in this Code.

Transportation Procedures

- Riding a school bus is a privilege and should be treated as such. Parents and students are responsible to arrive at the bus stop at least five minutes before the route time to ensure

student pick up. The bus driver will not wait for students to arrive at the stop, and will not stop if students are not present upon arrival. **Students may be expected to wear or present their Student ID upon boarding the bus.** Seat belts must be worn when available, and all food and class materials (class projects, musical instruments, etc.) must be stowed on the student's lap or underneath the student's seat. Students may only board or exit the bus at their assigned stop. Any changes in the daily routine of riding a bus must be arranged through the campus administration and communicated in writing to the Transportation Department. Prior to a student riding a bus other than their own, the AISD Transportation Department must have a letter from the parent signed by the principal. A student who is not eligible to ride a bus in AISD cannot ride under any circumstances. If a student misses the morning bus, they should return home immediately. If a student misses the afternoon bus, they should contact school personnel immediately. **Parents are responsible for providing transportation if their child misses the bus.**

- Students must obey the bus driver's instructions, which may include but are not limited to: (1) boarding and exiting procedures; (2) remaining seated at all times and facing forwards except for boarding and exiting the bus; (3) assigned seating; (4) minimizing noise and distractions, which includes loud conversations, throwing objects in or out of the bus, and keeping all body parts and materials inside the bus at all times; (5) maintaining clear aisle ways; (6) proper stowing of all food, approved beverage containers, and class materials or projects, and; (7) refraining from bringing prohibited items such as live animals, insects, combustibles, skateboards, or footballs/ basketballs/ tennis balls/ etc. on the bus. Behavior guidelines provided in the Code of Conduct remain in effect throughout the time students are in bus zones or riding the bus.
- For students with disabilities, if transportation is a related service approved by the ARD (Admission, Review, Dismissal) committee, the principal may schedule an ARD committee meeting to discuss the infraction as related to transportation services.
- The discipline of students who have active 504 Plans will include the consideration of the student's Behavior Intervention Plan (BIP) when applicable.
- The discipline of students who have disabilities will include the consideration of the student's Individualized Education Program (IEP). The discipline of students with disabilities is subject to applicable state and federal law in addition to the *Student Code of Conduct*. To the extent any conflict exists,

**Students with
504 Plans**

**Students with
Disabilities**

state and/or federal law will prevail. In accordance with the Texas Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see Definitions) until a Manifestation Determination Review has been held to review the conduct. In deciding whether to order suspension, DAEP placement or expulsion, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. For more information regarding students with disabilities please click on the following link.

<http://www.aisd.net/district/departments/academic-services/educational-support-services/special-education/>

- Corrective actions for disciplinary infractions may vary due to a number of factors. Individual campuses strive for consistency and may apply specific corrective actions for various identified behaviors. Campus site-based decision making committees annually review school-specific discipline procedures and corrective actions, and may develop a range of corrective strategies to employ prior to a corrective action. However, when deciding whether to order suspension, removal to a disciplinary alternative education program, or expulsion, all campuses shall take into consideration:
 - seriousness of the offense;
 - student's age;
 - student's grade level;
 - ability and functioning level;
 - frequency and level of prior misbehaviors/disciplinary history;
 - student's attitude, including but not limited to student's level of truthfulness during initial investigation under the specific circumstances in each case;
 - effect of the misconduct on the school environment;
 - legal/statutory requirements;
 - self-defense (see Definitions), and;
 - intent or lack of intent at time student engaged in the misconduct.

- In an effort to fully implement School-Wide Positive Behavioral Interventions and Supports, along with maximizing students' engagement and instructional time, each school in the Arlington Independent School District will utilize corrective strategies in Misbehavior Groups One and

Positive Behavioral Interventions and Supports

Two prior to referring a student to campus administration for an office discipline referral. These corrective strategies include but are not limited to:

- Remove distractions;
 - Proximity control;
 - Proactively prompt desired behavior;
 - Increase opportunities for active participation;
 - Increase use of specific praise statements;
 - Increase wait time for response;
 - Restorative language;
 - Redirect student;
 - Review/Re-Teach expectations, and;
 - Provide opportunities for student to practice expected behaviors and provide descriptive feedback.
-
- Restorative practices: A relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Corrective actions may be provided by a Teacher or a Campus Administrator as indicated in the last column.

GROUP I MISBEHAVIORS

Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	Range of Group I Corrective Actions	
<ul style="list-style-type: none"> • Disrespect • Disruption • Dress code violation • Misconduct • Non-Compliance • Personal transportation on campus • Tardiness • Technology violation (1st Offense) 	<ul style="list-style-type: none"> ➤ Misbehavior warning (verbal or written) ➤ Corrective teaching interaction ➤ Apology ➤ Denial of classroom privileges ➤ Parent contact, by written message or by phone ➤ Reflective assignment ➤ In-Class discipline ➤ Teacher assigned detention ➤ Detention hall ➤ Extended school detention ➤ Lower citizenship grade ➤ Suspension of access to district electronic communication systems (including internet) ➤ Confiscation of inappropriate item 	Administrator OR Teacher
	<ul style="list-style-type: none"> ➤ Restorative practices ➤ Removal from bus <i>(by Administrator or Transportation personnel)</i> ➤ Confiscation of telecommunication device ➤ Any other corrective action deemed appropriate by campus administration 	Administrator

*See SCoC Technology Regulations for additional information related to telecommunications devices.

GROUP I MISBEHAVIOR DEFINITIONS

Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.

<i>Misbehavior</i>	<i>Definition</i>
Disrespect	To act in an insulting way toward another person, not showing respect, acting rude, impolite, and offensive
Disruption	Actions or misbehaviors interrupting the educational environment (i.e., Horseplay – see <i>Definitions</i>). This includes behaviors taking place while at school, at school-sponsored events, or on the bus.
Dress code violation	Failure to abide by district or campus dress code. Corrective actions from Group II may be applied as appropriate for repeated/excessive violations.
Misconduct	Misconduct, which includes but is not limited to chewing gum, eating candy or food, not being on task, bothering other students, inappropriate or loud talking, cutting in line, throwing paper wads, note writing, sleeping, and minor defacing of school property. This includes misbehavior on the bus, such as defacing bus property, throwing items in or out of the bus, blocking bus aisle ways, or hanging body parts or materials outside of the bus; it also includes throwing objects in the classroom, cafeteria, hallways, restrooms or campus.
Non-Compliance	Failure to abide by published district, campus or classroom expectations and procedures. This includes failure to abide by bus expectations such as remaining in seat, stowing food/drink, bringing prohibited items on bus.
Personal transportation in buildings	Riding in-line skates, skateboards, roller skates, non-medical scooters, skate-shoes, etc. on campus
Tardiness	Arriving to school or class after the designated start time.
Technology Violation (1st Offense)	First violation of Administrative Regulations for Telecommunications Devices and Other Devices. The specific corrective actions identified in the Technology Regulations have been included in the range of corrective actions for Group I misbehaviors.

Corrective actions may be provided by a Teacher or a Campus Administrator as indicated in the last column.

GROUP II MISBEHAVIORS

Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	Range of Group II Corrective Actions	
<ul style="list-style-type: none"> • Excessive, persistent Group I misbehaviors • Academic Dishonesty • Contraband (incl. energy drinks) • Deceit 	<ul style="list-style-type: none"> ➤ Parent/Teacher conference ➤ Behavior contract ➤ Restitution ➤ A zero may be given for academic dishonesty on class assignments 	Administrator OR Teacher
<ul style="list-style-type: none"> • Disobedience • Inappropriate materials • Loitering • OTC possession • Leaving class/campus • PDA • Physical branding • Physical aggression • Teasing/Taunting • Technology violation (2nd and 3rd Offenses) • Trespassing • Truancy/Skipping 	<ul style="list-style-type: none"> ➤ Restorative practices ➤ Denial of privilege by administrator ➤ Time in office ➤ Class re-assignment; see <i>Definitions</i> section for additional information ➤ Removal from extra-curricular activity/activities ➤ Bus suspension ➤ 2 days In-school suspension (ISS) for technology violations ➤ Loss of privilege to have any telecommunications device on campus ➤ In-school suspension ➤ Any other corrective action deemed appropriate by campus administration ➤ A \$15 return fee for confiscated telecommunication devices* 	Administrator

*See SCoC Technology Regulations for additional information related to telecommunications devices.

GROUP II MISBEHAVIOR DEFINITIONS

Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.

<i>Misbehavior</i>	<i>Definition</i>
Academic Dishonesty	Engaging alone or collaborating with others to take part in dishonest or deceitful activities; see <i>Definitions</i> section for additional information
Contraband (including energy drinks)	Possession or consumption of Energy Drinks in the school building during the school day [Note: This does not include Sports Drinks (see Definitions)]; OR Possession of lasers, radios, matches, lighters or items considered as distracters to the classroom environment; see <i>Definitions</i> section for additional information
Deceit	Participating in dishonest, deceitful activities
Disobedience	Refusing to follow directions and instructions given by school personnel
Inappropriate materials	Campus possession, distribution or posting of magazines, books, electronic data or printed material not appropriate for school; OR Drawings depicting tobacco, drugs, alcohol, gangs, guns, weapons or violent activity on self, notebook or other student materials
Loitering	Loitering, or trespassing on residential property on the way to and/or from school
OTC possession	Improper possession of over-the-counter drugs, supplements or medications
Leaving class/campus	Leaving class/campus without school permission which includes before school and during school hours; see <i>Definitions</i> section for additional information
PDA	Public display of affection; see <i>Definitions</i> section for additional information
Physical branding	Visible tattoos or brandings depicting tobacco, drugs, alcohol, gang identifiers, guns, weapons or violent activity on self.
Physical aggression	Exhibiting unacceptable physical contact not resulting in injury (i.e., pushing)
Teasing/Taunting	Insulting, irritating, mocking or provoking others with persistent petty distraction
Technology violation (2 nd and 3 rd Offenses)	Second and third violations of Administrative Regulations for Telecommunications Devices and Other Devices
Trespassing	Unauthorized access of the campus and/or school, or prohibited areas of the campus and/or school; excludes "Criminal Trespass." See the <i>Definitions</i> section for additional information.
Truancy/Skipping	Violation of the Attendance Policy – unexcused absences and tardies

Corrective actions may be provided by a Campus Administrator as indicated in the last column.

GROUP III MISBEHAVIORS

Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	Range of Group III Corrective Actions	Administrator
<ul style="list-style-type: none"> • Excessive, persistent Group II misbehaviors • Abusive language • Boxing • Conspiracy • Defiance • Fighting • Gambling • Discrimination • Harassment • Hazing • Igniting • Illegal software • Inappropriate Touching • OTC Use/ Distribution • Posturing • Potential weapon • Propaganda • Sexual harassment • Tampering • Technology violation (4th Offense) • Theft <50 • Threatening • Tobacco 	<ul style="list-style-type: none"> ➤ Parent/Administrator conference ➤ Peer mediation ➤ Loss of privilege to have any telecommunications device on campus ➤ Assignment to CHOICES ➤ Suspension ➤ Emergency removal from school ➤ Out of school suspension ➤ Referral to law enforcement agencies ➤ Restorative practices ➤ Any other corrective action deemed appropriate by campus administration and approved by the Office of Student Behavioral Support Systems 	

*See SCoC Technology Regulations for additional information related to telecommunications devices.

GROUP III MISBEHAVIOR DEFINITIONS

Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation.

<i>Misbehavior</i>	<i>Definition</i>
Abusive language	Profane language and/or derogatory statements; see <i>Definitions</i> section for additional information
Boxing	Slap boxing/Sparring; see <i>Definitions</i> section for additional information
Conspiracy	Planning a fight or assault while on campus that occurs off-campus; see the <i>Definitions</i> section for more information
Defiance	Defiance of authority of all school personnel, Serious acts of disobedience or disorderly conduct, or refusal to be screened during a random metal detector search; see the <i>Definitions</i> section for more information
Fighting	Mutual combat between students that results in physical contact and/or bodily injury; see <i>Definitions</i> section for additional information
Gambling	An agreement between two or more persons that a sum of money or other valuable thing may be won or lost; see <i>Definitions section for additional information</i>
Discrimination	Statements or acts demeaning to a person's race, gender, gender identity, color, national origin, religion, sexual orientation or ethnicity
Harassment	Repeated threats to cause harm or bodily injury to another student, engaging in intimidating conduct; see <i>Definitions section for additional information</i>
Hazing	An act against a student that endangers the mental or physical health or safety of a student for the purpose of being initiated into or affiliating with an organization; see <i>Definitions</i> section for additional information
Igniting	Unauthorized use of fire, flame, or combustibles
Illegal software	Installing unauthorized software on district computer equipment
Inappropriate Touching	Any intentional physical contact that could be deemed sexual in nature
OTC Use/ Distribution	Intentional misuse/abuse or distribution of over-the-counter drugs, supplements or medication
Posturing	Obscene, offensive, and/or threatening gestures or actions
Potential weapon	Possession of any object, which could be used for the purpose of a weapon or improvised weapon; see <i>Definitions</i> section for additional information
Propaganda	Using the electronic communication network for commercial or political purposes
Sexual harassment	Repeated sexual harassment that may or may not include physical contact; see <i>Definitions</i> section for additional information
Tampering	Tampering with computer hardware or software, leading to the disrupting of the learning environment
Technology violation (4th Offense)	Fourth violation of Administrative Regulations for Telecommunications Devices and Other Devices
Theft < \$50	Theft of up to \$50; see <i>Definitions</i> section for additional information
Threat(s) to students	An expression of intention of warning that one will inflict harm, evil, injury or damage
Tobacco	Possessing, smoking or using tobacco products in any form at any school-related or school-sponsored activity on or off school property OR Possession of electronic cigarettes (e-cigarettes), vaporizers, vape pens or similar vaporizer devices at any school-related or school sponsored activity on or off school property

Corrective actions may be provided by a Campus Administrator as indicated in the last column.

GROUP IV MISBEHAVIORS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Group IV misbehaviors and potential corrective actions continue on the next page.

Behaviors	Range of Group IV Corrective Actions	Administrator
<ul style="list-style-type: none"> • Excessive, persistent Group III misbehaviors • Aerosols • Alcohol • Arson • Assault • BB/Stun Gun • Blocking • Bullying • Cyber bullying • Dating violence • Drugs • Encouraging a student to commit suicide • Encroachment • Explosives • Extortion • Fire equipment • Gang activity • Gang ID • Graffiti • Group disobedience • Hit list • Illegal Drugs • Inciting Others • Indecent Assault • Indecent exposure 	<ul style="list-style-type: none"> ➤ Parent/ Administrator/ Teacher/ Student conference ➤ Campus reassignment; see <i>Definitions</i> section for additional information ➤ Assignment to CHOICES ➤ Disciplinary alternative education school/Turning Point school ➤ Expulsion ➤ Restorative practices ➤ Any other corrective action deemed appropriate by campus administration and approved by the Office of Student Behavioral Support Systems 	

*See SCoC Technology Regulations for additional information related to telecommunications devices.

-- Group IV Misbehaviors continued on next page --

GROUP IV MISBEHAVIORS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Group IV misbehaviors and potential corrective actions are also listed on the prior page.

Behaviors	Range of Group IV Corrective Actions	Administrator
<ul style="list-style-type: none"> • Instigate • Knife • Look alike weapon • Paraphernalia • Pepper spray • Pornography • Prohibited weapon • Sexual coercion • Sexual conduct • Sexual harassment (contact) • Software piracy • Solicitation • Stalking • Stink bomb • Technology vandalism • Technology violation (5th Offense) • Terroristic threat • Theft > \$50 • Threats to staff • Threatening to use firearm • Vandalism • Weapon 	<ul style="list-style-type: none"> ➤ Parent/ Administrator/Teacher/Student conference ➤ Campus reassignment; see <i>Definitions</i> section for additional information ➤ Assignment to CHOICES ➤ Disciplinary alternative education school/Turning Point school ➤ Expulsion ➤ Restorative practices ➤ Any other corrective action deemed appropriate by campus administration and approved by the Office of Student Behavioral Support Systems 	

*See SCoC Technology Regulations for additional information related to telecommunications devices.

-- End of Group IV Misbehaviors --

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the next page.

Misbehavior	Definition
Aerosols	Using aerosols improperly
Alcohol	Possessing, using, selling or being under the influence of alcohol at any school-related or school-sponsored activity on or off school property; see <i>Definitions</i> section for additional information
Arson	A crime that involves starting a fire or causing an explosion with intent to destroy or damage; see <i>Definitions</i> section for additional information
Assault	Engaging in an assault; see <i>Definitions</i> section for additional information
BB/Stun Gun	Possessing or using weapons including but not limited to stun guns or BB guns (The possession of a starter pistol is an expellable offense.)
Blocking	Blocking any building entrance, exit or passageway
Bullying	Bullying others; see <i>Definitions</i> section for additional information
Cyber bullying	Possessing, using, or distributing electronic or published material which threatens others or incites others to violence, including possessing, using or distributing such material on any electronic device ; see <i>Definitions</i> section for more information
Dating violence	Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal or emotional abuse to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship; see <i>Definitions</i> section for more information
Drugs	Possessing, using, selling or being under the influence (see <i>Definitions</i>) of a controlled substance or look-alike controlled substance on or off school property; see <i>Definitions</i> section for additional information
Encouraging a student to commit suicide	Engages in bullying that encourages a student to commit or attempt to commit suicide
Encroachment	Unauthorized access of areas of the campus which are prohibited by gender
Explosives	Possessing or using fireworks or other explosive devices (The possession of some explosive devices are expellable offenses.)
Extortion	Engaging in extortion or blackmail
Fire equipment	Tampering or setting off a fire alarm and/or fire extinguisher
Gang activity	Activities relating to unapproved organizations (gangs, fraternities, sororities or secret societies); see <i>Definitions</i> section for additional information
Gang ID	Engaging in or identifying with gangs and gang activity (see additional information under Gangs, Secret Societies, Sororities or Fraternities); see <i>Definitions</i> section for additional information
Graffiti	Defacing property with graffiti; see <i>Definitions</i> section for additional information
Group disobedience	Rioting, group disobedience or disturbance

-- Group IV Misbehaviors continued on next page --

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the prior page.

<i>Misbehavior</i>	<i>Definition</i>
Hit list	Hit lists targeting school personnel and/or students; see <i>Definitions</i> section for additional information
Illegal drugs	Unlawful possession, use, distribution or intentional misuse of a dangerous drug; see <i>Definitions</i> section for additional information
Inciting Others	Creating major disruption
Indecent Assault	Actions taken without the consent of the other person which are to gratify the sexual desire of any person; see <i>Definitions</i> section for additional information
Indecent exposure	Intentional exposure of private body parts (mooning, flashing, etc.)
Instigate	Instigating others; see <i>Definitions</i> section for additional information
Knife	Possessing knives not meeting the Penal Code definition of "location restricted knife" (Penal Code §46.01); see <i>Definitions</i> section for additional information
Look-Alike Weapon	Possessing or using a duplicate weapon as an authentic weapon
Paraphernalia	Possessing or using drug paraphernalia; see <i>Definitions</i> section for additional information
Pepper spray	Possessing or using pepper spray, mace
Pornography	Possessing, using or distributing electronic or published material that is pornographic or obscene (for example, Sexting - see <i>Definitions</i>), including possessing, using or distributing such material on any telecommunications device ; see <i>Definitions</i> section for additional information
Prohibited Weapon	As defined by the Texas Penal Code §46.05 and also means any object that is used or intended to be used as a weapon to inflict pain or injury upon another.
Sexual coercion	Threatening to commit certain offenses unless the victim agrees to give actor intimate visual material, perform a sexual act, or give the actor money.
Sexual conduct	Engaging in sexual conduct; see <i>Definitions</i> section for additional information
Sexual harassment (contact)	Repeated sexual harassment that includes physical contact; see <i>Definitions</i> section for additional information
Software piracy	Violating copyright laws regarding computer software
Solicitation	Solicitation of immoral or illegal acts
Stalking	To engage in the unwelcomed pursuit of someone; see <i>Definitions</i> section for additional information
Stink bomb	Possessing or using stink bombs
Technology vandalism	Violation of the AISD Technology Policy; See SCoC Technology Regulations for additional information related to telecommunications devices.

-- Group IV Misbehaviors continued on next page --

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the prior page.

<i>Misbehavior</i>	<i>Definition</i>
Technology violation (5 th Offense)	Fifth violation of Administrative Regulations for Telecommunications Devices and Other Devices; See SCoC Technology Regulations for additional information related to telecommunications devices.
Terroristic threat	A threat of violence to any person or property with the intent to cause a reaction by an official or volunteer to deal with emergencies, prevent or interrupt the occupation or use of a building, place others in fear of serious bodily injury, or impair or influence activities of the government or school district; see <i>Definitions</i> section for additional information.
Theft > \$50	Theft over \$50, robbery or burglary; see <i>Definitions</i> section for additional information.
Threats to staff	Threats or assaultive behavior toward school personnel; see <i>Definitions</i> section for additional information.
Threatening to use a firearm	If in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally, threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus and was in possession of or has immediate access to the firearm or threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus.
Vandalism	Vandalism (criminal mischief as defined by Penal Code §28.03) Students may be subject to criminal penalties. If damage exceeds \$1,500, it is an expellable offense; see <i>Definitions</i> section for additional information.
Weapon	Any instrument or devise used for fighting either in an attack or defensive mode.

-- End of Group IV Misbehaviors --

Disciplinary Alternative Education Program (DAEP) Placement

Misconduct That May Result in Disciplinary Alternative Education Program (DAEP) Placement

Persistent and serious misbehavior – A student who violates the *Student Code of Conduct* by committing serious offenses on a repetitive basis may be assigned to an alternative education program.

Serious violations of the *Student Code of Conduct*, which affect the orderly environment of the school.

Misconduct Identified in State Law

The AISD is committed to keeping schools free from threats or harmful influence of groups or gangs that advocate disruptive and/or criminal behavior. A student may be placed in a DAEP for the following:

- Involvement in a public fraternity, sorority, or secret society, including participation as a member of a public school fraternity, sorority, secret society, or gang. (See Definitions)
- Involvement in criminal gang activity. (See Definitions)
- Criminal mischief, not punishable as a felony

In accordance with state law, a student may be removed from class and placed in a disciplinary alternative education program based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense OTHER than those defined in Title 5, Penal Code (See Definitions); and
- The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the education process.

Misconduct That Requires Disciplinary Alternative Education Program (DAEP) Placement

A student shall be removed from class and placed in an alternative education program if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school; (See Definitions)
- Commits the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:
 - Engages in conduct punishable as a felony

- Engages in conduct that contains the elements of the offense of assault under Texas Penal Code §22.01(a)(1)
- Sells, gives or delivers to another person, or possesses, uses or is under the influence of marijuana or a controlled substance (as defined by Chapter 481, Health and Safety Code or by 21 U.S.C. §801 et seq.) or a dangerous drug (as defined by Chapter 483, Health and Safety Code) in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.)
- Sells, gives or delivers to another person an alcoholic beverage, as defined by §1.04, Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
- Engages in conduct that contains the elements of an offense relating to abusable volatile chemicals under §485.031 through §485.034, Health and Safety Code
- Engages in conduct that contains the elements of the offense of public lewdness under §21.07, Penal Code, or indecent exposure under §21.08, Penal Code
- Engages in conduct on or off school property that contains the elements of the offense of retaliation under §36.06, Penal Code, against any school employee or volunteer. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section.)
- Engages in expellable conduct and is between six and nine years of age
- Commits a federal firearm violation and is younger than six years of age
- Engages in conduct punishable as a felony listed under Title 5 (see Definitions) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - A. The student receives deferred prosecution (See Definitions), or
 - B. A court or jury finds that the student has engaged in delinquent conduct (See Definitions), or
 - C. The Superintendent or the Superintendent's designee has a reasonable belief (See Definitions) that the student has engaged in the conduct.

**Sexual
Assault and
Campus
Assignments**

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

**Process and
Length of
Placement**

A student may be removed to a DAEP for a term to be determined by the assistant principal. If the removal of a student to a DAEP is for a term longer than ten (10) days that extends beyond a grading period, the student and parent are entitled to notice of and participation in a proceeding before the assistant principal. This procedure is set out in the section on Student Complaint and Appeal Process for Off Campus Placement.

Within three days after the conference in which a student is assigned to a DAEP for reasons set out in §37.006, expelled or expelled from a DAEP for serious persistent misbehavior, the district shall send a notice of the removal or expulsion to the juvenile court.

Before a student can be placed in a DAEP beyond the end of the school year, the principal must determine:

- That the student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or to another individual, or
- That the student has engaged in serious or persistent misbehavior that violates the *Student Code of Conduct*.

**Placement
Review**

After placement in the DAEP, a six weeks review of the student's status may be held. A representative of the DAEP and the student and parent shall discuss the student's progress. The student or parent may give information as to whether the student could be returned to the regular campus. A decision is final until the next six-week review interval. If the student is in high school, the student's progress toward graduation requirements will be reviewed. A specific graduation plan will be established.

In the case of referral to the DAEPs for alcohol/drug offenses (under the influence, in possession of an illegal substance or identified paraphernalia), the student may, under certain circumstances, also be eligible for a six weeks review if all the terms of the Alcohol/Drug Agreement are met. The purpose of this Agreement is to allow students to receive needed counseling and allow all students who violate the drug and alcohol policy to complete a minimum six weeks counseling. Further, this opportunity is offered only one time per level, that is, once in elementary school, once in junior high school and once in high school. If a subsequent violation occurs at any level, this Agreement will not be offered, but counseling will still be provided. Participation and completion of six weekly sessions after a first

violation may enable a student to return to home campus before completing the entire length of the Alternative Education assignment (generally for the remainder of the semester). The counseling program must be completed in its entirety if a student wishes to be considered for a six weeks review by the administration and faculty of Turning Point at each particular educational level.

However, students who *sell* or *give* alcohol or drugs, controlled substances, or dangerous drugs to another person or *deliver* drugs, controlled substances and/or dangerous drugs are subject to discretionary expulsion and are not eligible for the above counseling Agreement but are, if admitted to the DAEP, eligible for counseling without a six weeks review.

Teacher Removals

If a student has been removed to the DAEP under the teacher removal provisions, the student may not be returned to that teacher's class without that teacher's approval unless the return is advised by the campus three-member placement review committee.

**Restrictions
During Placement**

While assigned to a DAEP, the student is not allowed to appear on or within 300 feet of any other school campus, district property or at any extracurricular activity.

If assigned to DAEP, students may not participate in school related activities while serving the assignment.

**Withdrawal
During Process**

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

**Additional
Misconduct**

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional corrective action as a result of those proceedings.

**Notice of Criminal
Proceedings**

The office of the prosecuting attorney will notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses or possession of a weapon, and:

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see Definitions), or deferred prosecution will be initiated; or

- The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

Within three class days from receipt of the notice, the Superintendent or designee shall schedule a review of the student's placement in a DAEP. The student and parent or guardian shall be invited to attend the review. The student shall not be returned to a regular campus pending the review. If the Superintendent or designee has reason to believe the student's presence at a regular campus would threaten the safety of other students or teachers, the student's placement may be continued in the DAEP.

The parent or student may appeal the Superintendent's decision to continue the DAEP placement to the Board of Trustees. At the next regular Board meeting, the student, parent and the Superintendent or designee may present information about the continued DAEP placement. If the Board of Trustees confirms the Superintendent's decision, the student and parent may appeal to the commissioner of education. The student will remain in the DAEP placement pending any appeal.

Newly Enrolled Students

If a student seeks to transfer into AISD from a private school, another public school or any other facility that provides educational services, the District reserves the right to determine the appropriate placement for that student. If the student is facing possible corrective action, then AISD can continue the process and place the student in a disciplinary setting.

If the transfer occurs before, during or after procedures for corrective action have been initiated by the sending facility, the AISD administration is authorized to hold a due process conference to consider:

- Placing the student in a DAEP for a DAEP removable offense; or
- Expelling the student to JJAEP for an expellable offense, even if the sending facility has not completed the disciplinary process for the alleged misconduct.

If the sending facility has determined that corrective action is appropriate, then AISD is not required to hold another due process conference. If however, the sending facility has completed the disciplinary process and determined that no corrective action was warranted, then AISD will not take any corrective action against the student.

Emergency Placement Procedure

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the 10th day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

For information on the appeal process for off-campus placement, please refer to page 69 of this Code.

Expulsion

A student may be expelled for:

- Engaging in the following, no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school Employee or volunteer, and;
 - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault;
 - Sexual assault;
 - Aggravated sexual assault;
 - Murder;
 - Capital murder;
 - Criminal attempt to commit murder or capital murder, and;
 - Aggravated robbery.

Misconduct That May Result in Expulsion

Any Location

At School, Within 300 Feet, or at School Event

- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
- Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property.
 - Selling, giving or delivering to another person, or possessing, using or being under the influence of marijuana, a controlled substance or a dangerous drug, if the conduct is not punishable as a felony
 - Selling, giving or delivering to another person, or possessing, using or being under the influence of alcohol, or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony
 - Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals
 - Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer
 - Engaging in deadly conduct (See Definitions)

Within 300 Feet of School

- Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault;
 - Arson;
 - Murder, capital murder, or criminal attempt to commit murder or capital murder;
 - Indecency with a child, aggravated kidnapping, manslaughter, criminal negligent homicide, or aggravated robbery;
 - Continuous sexual abuse of a young child or children;
 - Felony drug or alcohol related offense, and;
 - Use, exhibition, or possession of a firearm (as defined by state law), a location restricted knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).
- Property of Another District**
- Committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.
- While in DAEP**
- Engaging in serious misbehavior (see Definitions) that violates the district’s Code, while placed in a DAEP.
- Misconduct That Requires Expulsion**
- A student must be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:
- Federal Law**
- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
 - Any weapon (including a starter gun) that will, is designed to or may readily be converted to expel a projectile by the action of an explosive;
 - The frame or receiver of any such weapon;
 - Any firearm muffler or firearm weapon, and;
 - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
- Texas Penal Code**
- Using, exhibiting or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use);
 - A location restricted knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another

- by being thrown; dagger, including but not limited to a dirk, stiletto and poniard; bowie knife; sword; or spear;
 - A club (see Definitions) such as an instrument specially designed, made or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace and tomahawk, and;
 - A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, armor-piercing ammunition, a chemical dispensing device, tire deflation device or a zip gun. (See Definitions)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault or aggravated sexual assault;
 - Arson; (See Definitions)
 - Murder, capital murder or criminal attempt to commit murder or capital murder;
 - Indecency with a child;
 - Aggravated kidnapping;
 - Aggravated robbery;
 - Manslaughter;
 - Criminally negligent homicide;
 - Continuous sexual abuse of a young child or children, and;
 - Behavior punishable as a felony that involves selling, giving or delivering to another person, or possessing, using or being under the influence of marijuana, a controlled substance, a dangerous drug or alcohol; or committing a serious act or offense while under the influence of alcohol
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

Under Age Ten

When a student under the age of 10 engages in behavior that is expellable behavior, the student will not be expelled but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process The specific process for expulsion hearings is set out in the section on Student Complaint and Appeal Process for Off Campus Placement.

Length of Expulsion Any student expelled to the Juvenile Justice Alternative Education Program (JJAEP) will be expelled for a term of 90 successful days. The 90 successful day placement will be determined by the discretion of the JJAEP administrators.

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees, or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

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

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

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

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

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

Newly Enrolled Students The district will continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

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

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

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

- The student is a threat to the safety of other students or district employees, or;
- Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Within 10 days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

Placement and/or Expulsion for Certain Serious Offenses

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific corrective actions.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

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

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

- Threatens the safety of other students or teachers;
- Will be detrimental to the educational process, or;

- Is not in the best interests of the district's students.

**Review
Committee**

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the Board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

**Newly Enrolled
Student**

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the Board or its designee, the student and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the Board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the Board or its designee makes certain findings and the following circumstances exist in relation to a felony offense under Title 5 (see Definitions) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as a
- Title 5 felony offense,
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5 felony offense,
- Have been charged with engaging in conduct defined as a Title 5 felony offense,
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as a Title 5 felony offense, or
- Have received probation or deferred adjudication or have been arrested for, charged with or convicted of a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred;

- The location at which the conduct occurred;
- Whether the conduct occurred while the student was enrolled in the district, or;
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the Board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student’s presence in the regular classroom:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interest of the district’s students.

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

Length of Placement

The student is subject to the placement until:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

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

For information on the appeal process for expulsions, please refer to page 69 of this Code

Weapon-Free School Zones

The Texas Penal Code extends the penalties for possession of a weapon on school property to “any grounds or building on which an activity sponsored by a school or education institution is being conducted.” The Texas Penal Code also increases punishment for an offense involving a weapon if it is shown that the individual committed the offense in a place that the person knew was within 300 feet of the school premises; or a college or university; on a school bus; or on premises where an official school function, a UIL activity or a school-sponsored extracurricular activity is taking place.

Removal by a Teacher (Texas Education Code, Chapter 37.002)

A teacher may send a student to the principal’s office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with the *Student Code of Conduct*.

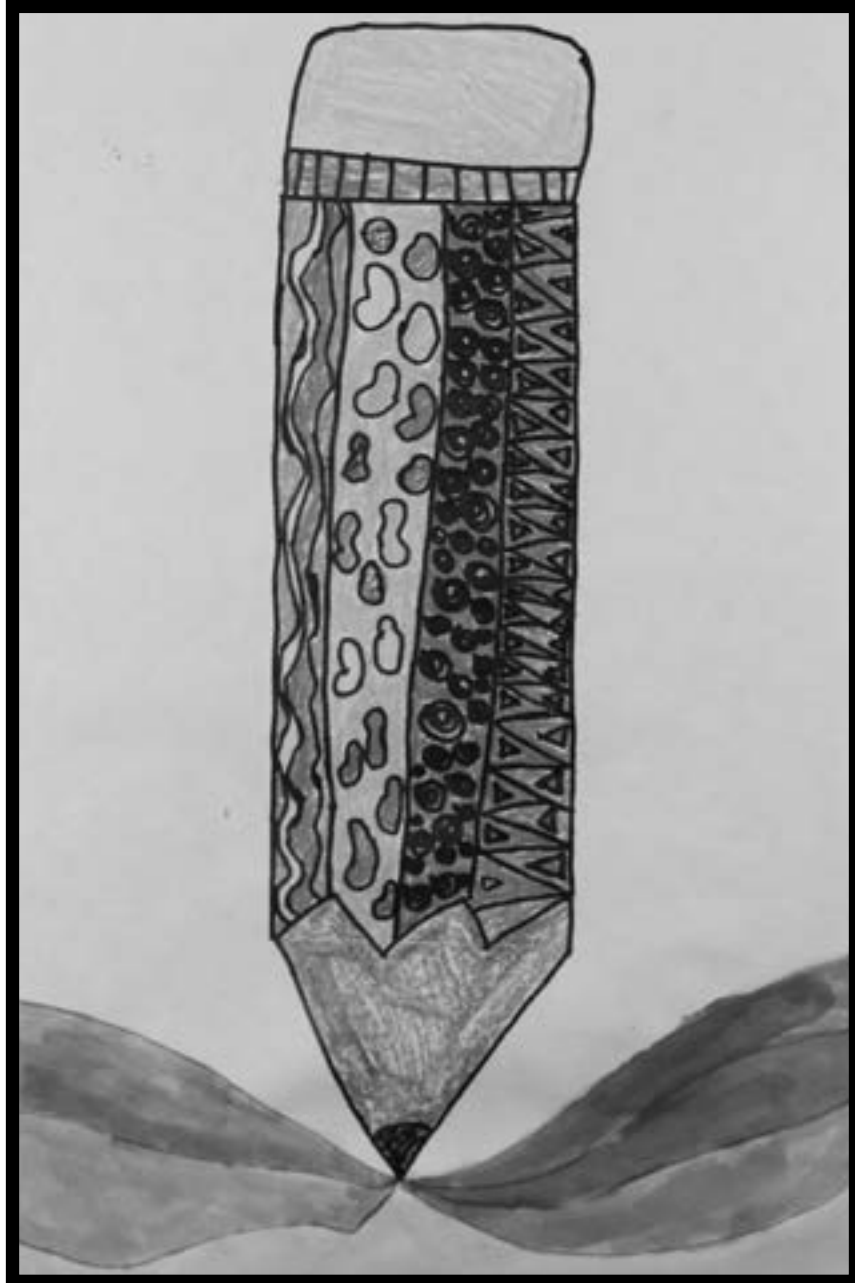
A teacher may remove a student from class when the student:

- Is repeatedly interfering with the teacher's ability to communicate effectively with the student in the class or with the ability of the student's classmates to learn and such behavior has been documented, or;
- If the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

Within three class days after the day the student is removed from class by a teacher, the principal or designee shall schedule a conference with the student, the parent or guardian, and the teacher. At the conference, the student is entitled to oral or written notice of the reasons for removal, an explanation of the basis for removal, and an opportunity to respond.

If a teacher removes a student from class, the principal may place the student into another appropriate classroom, into in-school suspension, or into a disciplinary alternative education program. The principal may not return the student to that teacher's class without the teacher's consent unless the three-member campus committee determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activity.

Student Dress Code



Kylie Duong
Beckham Elementary

STUDENT DRESS CODE

All students are expected to adhere to common practices of modesty, cleanliness and neatness; to dress in a respectful manner within the acceptable standards of the community and in such a manner as to contribute to the academic atmosphere, not detract from it.

Administrators, teachers, and other school personnel share responsibility for enforcing the student dress code and shall follow campus procedures for discipline referrals regarding dress code violations. However, students and their parents have primary responsibility for ensuring that students adhere to the dress code.

Considerations other than those specifically discussed in this dress code will be determined by school administrators. The school administration shall have the right to consider any current fashion to determine its acceptability for school wear.

Clarification regarding apparel should be obtained **prior to wearing it to school**; this can be obtained from school administration. Students in violation of this policy may be subject to corrective action, including suspension, as determined by the school's administration.

Some campuses have implemented a uniform requirement pursuant to AISD Board policy FNCA (Local). Parents and students should check with the campus to confirm whether uniforms are required. You may obtain a copy of the AISD Board policy FNCA (Local) from a campus administrator or review it on the internet at www.aisd.net/board and click on Board Policy.

Expectations for Student Dress

1. Obscene or Offensive Apparel
 - A. Any clothing, jewelry, accessories, or paraphernalia that may be considered obscene or offensive are not to be worn to school or to school-sponsored events. This includes any clothing, jewelry, accessories, or paraphernalia associated with gangs, drugs, sex, tobacco, or alcoholic beverages. Students may not possess or wear accessories that may be used as weapons.
 - B. Transparent and/or see-through material is considered unacceptable, unless worn over another article of clothing that meets dress code.
2. Shirts and Blouses

Shirts/tops must touch the waist of pants/skirts, as measured when the student is standing.
3. Dresses, Shorts, Skirts, Skorts
 - A. The length of dresses, shorts, skirts, or skorts must be no shorter than the tip of the longest finger when the student's hand is fully

extended down the side of the student's leg. Because the appropriate length of clothing may vary between students, administrators retain the discretion to request that a student change clothes.

B. When measuring skirts, dresses, or skorts that have slits, the length will be determined by measuring from the top of the slit.

4. Pajamas

Students may not wear pajamas, sleepwear, or lounge wear except as may be permitted in advance by campus administration, such as for pajama-themed spirit days. Any sleepwear worn for such events must comply with all other dress code requirements.

5. Sagging Pants

Students shall wear their trousers or overalls properly at the waist. No sagging.

6. Accessories

A. Students must wear shoes at all times; house shoes and slippers are prohibited. Students participating in physical education class and/or athletics shall wear athletic footwear that is closed at the toe and heel and must be laced and/or velcroed to participate. Sliders are prohibited

B. Hair should be kept neat, clean, and reasonably styled.

C. Head coverings may not be worn without prior approval of campus administration.

D. Students may request accommodations to the dress code for religious or medical reasons from campus administration.

E. Proper undergarments should be worn but not visible.

F. Heavy chains or spiked jewelry are unacceptable.

G. Campus administration will determine the appropriateness of all piercings, gauging, and mouth "grillz."

7. Identification Badges

All high school and junior high school students shall wear their AISD-issued student identification badges or temporary badges at all times while on a school campus or attending a school-related extracurricular activity. Badges must be visible to AISD employees at all times. Badges cannot be worn underneath clothing and cannot be carried in a student's pocket, backpack, bag, purse, etc.

Any AISD campus that desires to implement a variance from the above listed ID policy must seek written approval by submitting a written request to the Office of Student Behavioral Support Systems.

Technology Regulation



Kaylee Williams
Ousley Junior High

TECHNOLOGY REGULATION

Internet Safety and Acceptable Use Guidelines for Technology Resources

The following information is provided so that students, parents and staff are aware of responsibilities involved in the efficient, ethical and legal use of technology resources.

Each student will be required to adhere to all district policies and to *Internet Safety and Acceptable Use Guidelines* in order to be granted access to district technology resources.

District technology resources include, but are not limited to, the district's network (including the wireless network), servers, computers, mobile technologies, peripherals, hardware, software, applications, databases, online resources, Internet access, email and any other technology designated for use by students, including all new technologies as they become available.

Access to the district technology resources is a privilege, not a right. By accessing the district network and/or related systems all users acknowledge, understand, and agree to the administrative regulations governing the use of district technology resources, and allow monitoring of technology use and compliance with all regulations and guidelines.

Access to the district technology resources, including the Internet, shall be made available to students for instructional and administrative purposes and in accordance with administrative regulations.

Noncompliance may result in suspension of access or termination of privileges and other corrective action consistent with district policies.

District email and other use of the district technology resources by students are not private and may be monitored at any time by designated district staff to ensure appropriate use.

Copyrighted software or data may not be placed on any system connected to the district's system without permission from the holder of the copyright. Only the copyright owner, or an individual the owner specifically authorizes, may upload copyrighted material to the system.

No original work created by any district student will be posted on a Web page under the district's control unless the district has received written consent from the student (and the student's parent if the student is a minor) who created the work.

No personally identifiable information about a district student will be posted on a Web page under the district's control unless the district has received written consent from the student's parent. An exception may be made for "directory information" as allowed by the Family Educational Rights and Privacy Act and district policy.

Consent Requirements

Filtering Internet access shall be made available to students for instructional purposes. The district utilizes an internet filtering system that blocks access to content that is obscene, pornographic, inappropriate for students, or harmful to minors as defined by the federal Children’s Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA. No Internet filter is flawless, so teachers will demonstrate active monitoring when using technology in class. Students who deliberately attempt to bypass or circumvent the filter to access inappropriate content will be addressed using standard disciplinary procedures in compliance with district policy, the Student Code of Conduct, the Acceptable Use Policy, and campus disciplinary procedures.

System Access Access to district technology resources will be governed as follows:

- Students in all grades will be granted access to the district’s system as appropriate. Students may be assigned individual accounts.
- Any system user identified as a security risk or as having violated the District AUP and/or campus technology guidelines may be denied access to some or all district technology resources

Individual User Responsibilities The following standards will apply to all users of district technology resources:

- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- District technology may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy or guidelines.
- Students may not disable, or attempt to disable, a filtering device on the district’s electronic communications system.
- Communications may not be encrypted so as to avoid security review by system administrators.
- System users may not use another person’s system account without written permission from the campus or district administrator as appropriate.
- Students may not distribute personal information about themselves or others by means of district technology resources unless instructed to do so by an administrator, counselor, librarian or teacher for instructional purposes. This includes, but is not limited to, personal addresses and telephone numbers.
- Students should never make appointments to meet people whom they meet online and should report to a teacher or administrator if they receive any request for such a meeting.
- Students may not use the network for financial or commercial gain, advertising, or political lobbying.

- Students may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, district policy and administrative regulations.
- Students should avoid actions that are likely to increase the risk of introducing viruses to the system, such as opening e-mail messages from unknown senders and loading data from unprotected computers.
- Students may not send or post messages that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation or illegal.
- Students may not purposefully access materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation or illegal.
- Students should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the district or school, whether or not that was the user's intention.
- Students are expected to use district technology resources for educational or school-related purposes only, unless approved by district staff.
- Students may not gain or attempt to gain unauthorized access to resources, information, or media.
- Students who identify or know about a security problem are expected to convey the details to a teacher, administrator, or district employee without revealing the information to other students.

Vandalism

Any malicious attempt to harm or destroy district equipment or data or the data of another user of the district's system or of any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of district policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate corrective actions.

Forgery Prohibited

Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other

system users, to deliberately interfere with the ability of other system users to send/receive electronic mail, or to use another person's user ID and/or password is prohibited.

Information Content

System users and parents of students with access to the district's system should be aware that, despite the district's use of technology protection measures as required by law, use of the system may provide access to other district technology resources in the global electronic network that may contain inaccurate and/or objectionable material.

A student who gains access to such material is expected to discontinue the access and/or use as quickly as possible and report the incident to the supervising teacher, administrator, or district employee.

Students are expected to observe the basic principles of digital etiquette, including but not limited to the following:

Digital Etiquette

- Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
- Use appropriate language; swearing, vulgarity, ethnic or racial slurs and any other inflammatory language are prohibited.
- Pretending to be someone else when sending/receiving messages is prohibited.
- Transmitting and/or viewing obscene messages or pictures are prohibited.
- Using the network in such a way that would disrupt the use of the network by other users is prohibited.

Termination of Account

Termination of a student's access for violation of district policies or regulations will be effective on the date the principal or district administrator receives notice of student withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

Disclaimer

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals in the system are those of the providers and not the district.

The district will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the district technology resources.

**Email &
Communication
Tools**

Email and other digital tools such as, but not limited to, blogs, wikis, hangouts, and IMs, are tools used to communicate within the district. The use of these communication tools should be limited to instructional, school-related activities, or administrative needs. Electronic communication is an important skill. By providing this tool, the district is equipping students with the skills necessary for future success.

Students should check email frequently, delete unwanted messages promptly, and stay within the email server space allocations (if applicable). Keep in mind that all email transmissions are retained and are subject to public information requests.

All students are given access to a district student email account with the following permission settings:

- Elementary and Junior High students can send and receive email only to and from other AISD users.
- High school students can send and receive email to and from internal and external users

Student email accounts may be provided directly by the district, through the content management system of an approved online course or Learning Management Systems (such as Canvas), or through a district approved provider. Students must abide by the established guidelines as described within AUP regarding email and other electronic communication tools. Email accounts will be available for use by all students while they are currently enrolled in the district. Parents wishing to deny access to district email must do so in writing to the campus principal.

**District Assigned
Equipment**

In some situations, the District or campus may assign district-owned equipment to students. The assignment of hardware such as laptops, Chromebooks, tablets, or other mobile devices may be needed due to the student's participation in a specialized program or it can be for any reason deemed appropriate by campus administration. Additional information can be found in the "Student/Parent Mobile Device Loaner Handbook" (<https://goo.gl/iKK2EJ>).

Students are to adhere to the following responsibilities with regard to being assigned district-owned equipment:

- Must comply with all policies and regulations regarding technology (Acceptable Use Policy, Student Code of Conduct, Board Policy, Student/Parent Mobile Device Loaner Handbook, etc.)
- Students must execute appropriate and reasonable care of the electronic device assigned to them.
- Must ensure equipment is in good working condition and equipment maintenance needs are requested in a timely manner.
- Must ensure equipment is accessible at all times for inventory/audit purposes.

- The repair or disposal of any damaged device must be serviced by the Technology Support Department.

Additionally, the following accountability guidelines apply to any student who is assigned district-owned equipment:

- Upon allocation, financial responsibility is accepted by the student regarding the replacement of damaged, lost or stolen device. Damage or loss may be the result of accidental or neglectful care.
- In the event of damage or loss, the Technology Support Specialist, BTC, and Appraiser must be notified within 24 hours, including the date and time, in which the damage or loss occurred.
- Upon notification of damage or loss, a 10-day window is established to provide device, explanation and/or police report.
- In the event that the device is not recovered by the end of the 10-day window, the technology device assigned to the student will be treated like the loss of a textbook and the student will be required to pay the current depreciated value of the device directly to the campus secretary (elementary and junior high schools) or bookkeeper (high schools). If the device is recovered but damaged, the cost of the repairs must be paid by the student directly to the campus financial manager. The student will not be assigned another device until the assigned fees have been paid. Please contact the Technology Support Department for the depreciated value of the device or the cost of any applicable replacement part. tsdhelpdesk@aisd.net or 682-867-7836
- Repeated neglectful damage may result in the student being assigned an alternative device and/or losing the privilege of using district-owned technology. The alternative device will continue to meet district instructional standards, but may not be of the same value as the previously assigned device.

**Bring Your Own
Technology (BYOT)
Student Guidelines**

As part of its goal to be a high-performing, technology-rich school district that offers leading-edge learning experiences for students, the Arlington ISD will allow students to bring personally-owned mobile technology devices to school for educational purposes. These conditions apply:

- Students may use personally owned mobile technology devices at school for educational purposes only when permission is granted by the applicable teacher.
- Mobile technology devices include, but are not limited to, laptops, netbooks, tablets, iPads, iPod Touches, smartphones, smartwatches and eReaders.
- Before bringing a personally owned mobile technology device to school, students should record its serial number and maintain that information at home. Students should clearly label the device and its peripherals such as cables or headphones with student's first and last names.

- Any mobile technology device that is brought to school should have a fully-charged battery at the beginning of the day. Students should take the device home on a daily basis to recharge the battery.
- Students are responsible at all times for complying with the *Student Code of Conduct*, Student Technology Acceptable Use Policy.
- Students may not disable or attempt to disable AISD’s technology settings or filters.
- The Arlington ISD is not responsible for charges that may occur from accessing other connections.
- Students must keep electronic comments and posts relevant to the course content and consistent with educational purposes.
- Students must obtain permission from a teacher or administrator before recording, taking pictures, or publishing images, information, or works of individuals or groups. Recordings and pictures may be taken for teacher-approved projects only, and permission must be obtained for each instance in accordance with the Acceptable Use Policy.
- Personal technology devices must be silent during class except when used for educational purposes with teacher permission.
- No student will be required to bring a personally-owned technology device to school.
- AISD employees, schools, and/or the District will not be responsible for lost, damaged or stolen items.
- It is not the responsibility of AISD staff to troubleshoot individual devices. Students should check the owner’s manual of the device for information about network connectivity or specific features.
- A teacher or administrator may confiscate any technology device that is used for non-educational purposes during class or any device that is a disruption at any time.
- Any technology device used to bully, threaten, or endanger the physical safety or emotional well-being of others will be confiscated, held for corrective action, and if necessary, provided to law enforcement authorities.
- Personally-owned technology devices not retrieved by students or parents by the end of the school year will be disposed of, and when feasible, recycled.
- Use of student-owned technology devices for personal purposes will be determined by campus leadership.

[See Policy FNCE (Legal), FNCE (Local), FNCE (Exhibit) at www.aisd.net and Texas Education Code §37.082] The district prohibits the use of telecommunications devices such as cellular phones, pagers, beepers and PDAs (“telecommunications devices”), as well as cameras (digital, video, etc.), MP3 players, CD players, video games or any other device that has

the potential to be considered a distraction to the educational environment at all schools and at all school-related activities, both on and off campus, during the school day. Students may possess such devices; however these devices shall not be visible and must remain off during the school day. *The only exception for the telecommunication device to be “on and visible” will be if the student has been granted permission by the applicable teacher to use their personally owned technology/device for educational purposes. Each individual campus administrator has the discretion to determine students’ personal use of BYOT for their campus environment.* For students on school campuses, the school day is defined as from the time a student first enters the school building for the day until the last dismissal bell of the day. For students participating in school-related activities off-campus and/or school-related activities that begin before the first school bell of the day or after the last dismissal bell of the day, school personnel supervising such activities have discretion to determine when the school day begins and ends. Students on campus who need to make calls for emergency purposes may ask permission to use the office phone or classroom phone. Parents who need to contact a student on campus during the school day must call the school office. Parents who need to contact a student participating in an off-campus school-related activity should do so according to the expectations determined by school personnel supervising the activity, which expectations may vary.

Students who use a device in any way that violates the law, Board Policy, or the *Student Code of Conduct* shall be subject to corrective action. Furthermore, a student’s failure and/or refusal to promptly and peacefully relinquish a device will result in more serious corrective action. Defiant behavior such as attempting to dismantle a device before relinquishing it (for example, removing the SIM card, battery, etc.) will result in more serious corrective action.

The failure to comply with these regulations will result in the following corrective actions:

First Offense: Group I Misbehavior – Confiscation of the device until a parent retrieves or parent gives permission for student to retrieve the device from the school office.

Second Offense: Group II Misbehavior – Two days (ISS), confiscation of the device until a parent retrieves or parent gives permission for student to retrieve the device from the school office and a \$15 return fee/fine is paid for telecommunication device.

Third Offense: Group II Misbehavior – Two days In-school suspension (ISS), **loss of privilege to have possession of any device on campus**, confiscation of the device at issue until a parent retrieves or parent gives permission for student to retrieve the device from the school office and a \$15 return fee/fine is paid for telecommunication device.

Fourth Offense: Group III Misbehavior – Assignment to CHOICES, **loss of privilege to have possession of any device on campus**, confiscation of the device at issue until a parent retrieves or parent gives permission

for student to retrieve the device from the school office and a \$15 return fee/fine is paid for telecommunication device.

Fifth Offense: Group IV Misbehavior – Assignment to Disciplinary Alternative Education Program (DAEP), **loss of privilege to have possession of any device on campus**, confiscation of the device at issue until a parent retrieves or parent gives permission for student to retrieve the device from the school office and a \$15 return fee/fine is paid for telecommunication device.

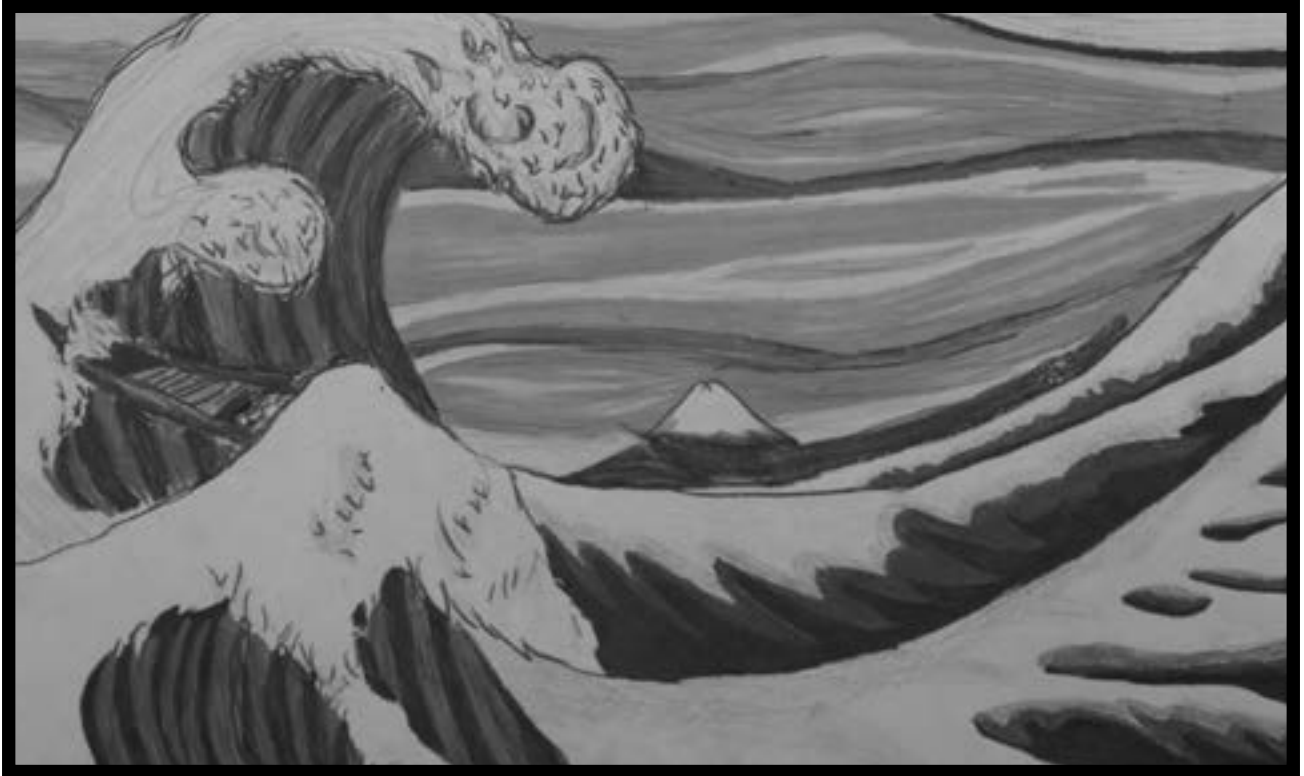
Depending upon the severity and frequency of the violation, students may be subject to the full range of corrective actions set forth in the *Student Code of Conduct* and Texas Education Code, including expulsion. This handbook serves as notification to parents and students that the District will dispose of confiscated telecommunication devices at the end of the school year if no claim is made and no return fee/fine is paid. The District assumes no responsibility for damaged, lost or stolen devices once they are confiscated. The \$15 return fee/fine may only be paid with cash or money order.

**Improper Use of
Technology On and
Off Campus**

Use of the Internet and/or other technologies in a threatening manner, in a manner that creates or causes a material or substantial disruption of the educational environment, or reasonably forecasts a material or substantial disruption of the educational environment (to be evaluated on a case-by-case basis) may be a basis for school corrective actions even if the conduct did not occur on school property. The following list of prohibited acts is not exhaustive:

- Attempting to access or circumvent passwords or other security-related information of the district, students or employees or to upload or create computer viruses.
- Attempting to alter, destroy or disable district computer equipment, district data, the data of others or other networks connected to the district's system.
- Using the Internet or other electronic communications to threaten district students, employees or volunteers.
- Cyber bullying – for example, sending or posting electronic messages that are abusive, threatening, harassing, and/or damaging to another's reputation. For more information, see Cyber bullying in the Definitions section.
- Using e-mail or websites at school to encourage illegal behavior or threaten school safety.
- Sexting – for example, sending or posting electronic messages and/or pictures that are obscene, sexually oriented, and/or potentially illegal. For more information, see Sexting in the Definitions section.

Assignment and Appeal Processes for DAEP Placements and Expulsions



Kara Wilkerson
Bailey Junior High

Level One: When a student has been accused of violating the *Student Code of Conduct* in a manner which could result in an assignment to a DAEP, a written notice of the alleged violation and notification of a conference with the assistant principal will be provided to the student's parent or guardian. The notice will contain the names of the adult witnesses and the evidence to be used by the administration in the conference. The student/parent will be notified of the right to bring an attorney or other representative. If the student will be represented by an attorney, the parent or guardian shall notify the assistant principal as soon as possible and at least 24 hours in advance so that the district may have its attorney present. The conference will be informal. The school administration will present information about the violation, its investigation and any recommended academic placement. The student and parent may present any relevant information. At the conclusion of the Level One informal conference, the assistant principal will make a determination regarding the student's academic placement.

If it is determined that the student should be assigned to a DAEP, the assistant principal shall set the term of the assignment. The student shall be placed in the assignment and the assignment shall be enforced during the appeal process.

If the information shows that the student did not violate the *Student Code of Conduct* as alleged, the student will remain in the regular placement.

A student may be placed in on-school suspension or CHOICES pending an investigation and Level One informal conference.

Level Two: The parent may request a review of the assistant principal's decision. Such requests should be made to the principal within three days of receipt of the assistant principal's decision. Within five school days from receiving the request for review, a Level Two informal conference will be scheduled. At the Level Two informal conference, the assistant principal will present information regarding the placement. The student and parent may give relevant information. Within three days of the Level Two informal conference, a decision shall be made and communicated to the student and parent, either to maintain the removal, reinstate the student in school or take other appropriate corrective action.

Level Three: The parent may request a review of the principal's decision to the Administrative Appeal Panel. Such requests should be made to the Assistant Superintendent of Administration at 1203 W. Pioneer Parkway, Arlington, TX 76013 within three school days of receipt of the principal's decision. Within five school days from receiving the request for review, a Level Three informal conference will be scheduled and held with the Administrative Appeal Panel. The Panel consists of two central office administrators who have no knowledge of the incident. Their decisions are independent, with the full authority to overturn or modify the principal's DAEP assignment decision. At this Level Three informal conference, a school representative will present information regarding the placement. The student and parent may give relevant information. Within three school days of the Level Three informal conference with the Panel, a

decision shall be made and communicated to the student and parent, either to maintain the removal, reinstate the student in school or to take other appropriate corrective action. The Panel's decision shall be communicated to the student and parent within three school days.

Level Four: The parent may appeal an adverse decision of the Administrative Appeal Panel to the Board of Trustees. Within three school days from the receipt of the Panel's decision, the parent may request a Level Four Board conference before the Board of Trustees. The request should be sent to the Superintendent at 1203 W. Pioneer Parkway, Arlington, TX 76013. Prior to the Board conference, the parents shall meet informally with the Superintendent to discuss the situation. After the meeting, if a Level Four Board conference is still requested, the Superintendent shall, within five school days, send a notice containing the time, place and date of the Board meeting during which Level Four Board conference will be held.

At the Level Four Board conference, no new evidence shall be presented. The Level Four Board conference will be in a closed meeting unless the parents request an open meeting. The Board may determine to either maintain the removal, reinstate the student in school, or take any other action it deems appropriate. The decision of the Board is final.

At any level the parent may be represented by counsel. Parents are asked to notify the district in advance of the hearing if they will be represented by counsel, so the district may also have its counsel present. Failure to timely notify of a representative may result in a delay of the process.

Expulsions

Level One: When a student is accused of having committed an expellable offense, a Level One hearing before the principal shall be held. At this Level One hearing, a determination will be made regarding the recommendation for expulsion. The Level One hearing shall be held within seven school days from the date of the offense or the date it is determined that the student allegedly committed the offense. This time can be extended upon request of the parent and consent by the school. The student and the parents shall be notified of the date, time and place of the Level One hearing at least three school days prior to the Level One hearing to give the student a reasonable opportunity to prepare for the Level One hearing.

When necessary to ensure communication, notices will be sent in the language spoken by the parent.

Prior to the Level One hearing, the student will be given written notice that includes:

- The charges and the proposed sanctions.
- The names of all adult witnesses and the nature of their testimony.

- The student's right to representation. The student shall notify the school if an attorney will be present.
- The student's right to examine the school's evidence and question the adult witnesses.
- The student's right to testify, present witnesses and evidence. Parental permission is required for any student witness younger than 18 to testify.

At the Level One hearing before the principal, the school administration will present witnesses and evidence that supports the proposed expulsion. The student's representative may question any adult witnesses. Following the school's presentation, the student may present witnesses and evidence. The school may question the student's witnesses. The principal may ask questions for clarification. In the event that the principal cannot preside over the Level One hearing, a central office administrator may hear the case.

The Level One hearing is informal. Rules of evidence do not strictly apply. Hearsay is admissible; the principal or their designee can assign the proper weight to hearsay evidence. There is no right to subpoena witnesses at this conference. Documents may be obtained in accordance with the Texas Public Information Act or FERPA depending on the circumstances. The Level One hearing will be audio recorded. Upon request, a copy of the audio recording will be provided to the student at no charge.

The principal shall make a decision based only on the information presented in the Level One hearing. The decision shall be communicated to the student and the parent within three school days. The expulsion shall be enforced during the appeal process.

Pending the Level One hearing on the expulsion, a student may be placed in out of school suspension and receive assignments for credit. The student is not allowed to appear on any AISD campus or property or to participate in school-sponsored events on or off campus. If the decision is made that the student is not guilty of the offense, the student's record shall be expunged.

Level Two: The parent may request a Level Two hearing to appeal the principal's expulsion decision to the Administrative Appeal Panel. Such requests should be made to the Assistant Superintendent of Administration at 1203 W. Pioneer Parkway, Arlington, TX 76013 within three days of receipt of the principal's decision. Within five school days from receiving the request for appeal, a Level Two hearing will be scheduled and held with the Administrative Appeal Panel. The Panel consists of two central office administrators who have no knowledge of the incident. Their decisions are independent, with the full authority to overturn or modify the principal's expulsion decision. The procedural rules at the Level One hearing will also apply to the Level Two hearing. The

Panel's decision shall be communicated to the student and parent within three school days after the Level Two hearing.

Level Three: The parent may appeal an adverse decision of the Administrative Appeal Panel to the Board of Trustees. Within three school days from the receipt of the Panel's decision, the parent may request a Level Three Board hearing before the Board of Trustees. The request should be sent to the Superintendent at 1203 W. Pioneer Parkway, Arlington, TX 76013.

Prior to the Level Three Board hearing, the parents shall meet informally with the Superintendent to discuss the situation. After the meeting, if a Level Three Board hearing is still requested, the Superintendent shall, within five school days, send a notice containing the time, place and date of the Board meeting during which Level Three Board hearing will be held.

At the Level Three Board hearing, no new evidence shall be presented. A transcript of the Level Two hearing before the Administrative Appeal Panel shall be presented to the Board of Trustees prior to the Level Three Board hearing. A copy of this transcript shall be provided to the parent. At the Level Three Board hearing, the parent and the school district may each make a ten-minute statement to the Board. The Board shall base its decision on the evidence contained in the record and the statements made by the parties.

The Level Three Board hearing will be in a closed meeting unless the parents request an open meeting. The Board may determine to either maintain the expulsion, reinstate the student in AISD, or take any other action it deems appropriate.

An appeal of the Board's decision to uphold the expulsion is made to State District Court.

Volunteer Guidelines



Julian Chantres
Starrett Elementary

AISD Volunteer Guidelines Relating to Students

The AISD Volunteer Application process is in place with the goal of providing the safest environment for all of our students, staff and volunteers. All volunteer applications are processed through the Department of Parent and Community Engagement. The privilege of volunteering is closely monitored throughout the school year. Volunteering is a privilege and not a right.

All volunteer applicants for AISD must agree to an annual criminal history record background check. **The requested information regarding sex, race and date of birth is required by the Texas Department of Public Safety for processing and is kept strictly confidential.**

All students volunteering at an AISD facility besides the one they attend are required to complete a student volunteer application. However, if at the campus you attend you are volunteering within any special education program, an application is required. Students who are applying to volunteer must have parent/guardian permission. **The parent/guardian and student must both sign the student volunteer application.** Only one application should be completed every school year. Students must indicate their home campus on the application.

A school can utilize only those volunteers who are on the current list of “approved” volunteers for that campus. **Student volunteers will be placed on an “approved” list when a clear criminal history has been received from the Texas Department of Public Safety.** With all of the steps involved in this process, it may take up to four weeks to receive the results of the background checks.

If the Texas Department of Public Safety returns an **apparent** criminal history for anything other than a minor traffic offense, the applicant will not be approved until the applicant provides official proof that the record is clear or until an appeal is successfully processed. A student or the parent/guardian may contact the Director of Parent and Community Engagement regarding appeal process information. **All information received is private and confidential.**

Please note, Texas Department of Public Safety records are not always updated with a current disposition. This is a good opportunity to clear up records that are thought to no longer exist. The school district does receive juvenile records. A person’s criminal history begins at age 10.

Any questions regarding the volunteer application process should be directed to the Department of Parent and Community Engagement at 682-867-7715.

Social and Emotional Learning



Penny Eldredge
Duff Elementary

Social and Emotional Learning

The Social and Emotional Learning (S.E.L.) Department provides guidance and support for Social and Emotional Learning initiatives. The department directly supports campuses and district central departments to ensure that all current and anticipated S.E.L. initiatives are implemented to fidelity.

Arlington Independent School District (AISD) takes an integrated and intentional approach to implementing social and emotional learning. The district has adopted the CASEL (Collaborative for Academic, Social, and Emotional Learning) identified competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as the necessary social and emotional skills to be intentionally taught to all students. Social and emotional learning is integrated into daily practices and classroom instruction, including through the Active Learning Cycle and multi-tier systems of support (MTSS) such as Positive Behavioral Interventions and Supports (PBIS). The district's S.E.L. implementation also includes integrating social and emotional supports into existing student services (i.e. Guidance and Counseling services, PBIS, Student Outreach Services, etc.).

Definition – Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. – CASEL

Guidance and Counseling and S.E.L.

As leaders and advocates for all students, school counselors partner with the home and the community in an effort to empower students to become responsible and productive adults. School counselors provide direct lessons in classrooms of all grade levels on each of the five S.E.L. competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) throughout the school year. School counselors also hold targeted individual and group counseling sessions that directly lead to student growth in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

PBIS and S.E.L.

The Positive Behavioral Interventions and Supports (PBIS) Department supports campus implementation of systems that directly affect school culture and the learning environment for students. The department trains campus PBIS teams in effective implementation of PBIS practices and strategies, and it provides ongoing training to increase staff effectiveness in building a positive campus for students. Campus PBIS implementation directly supports learning of the S.E.L. competencies of self-management and responsible decision-making through the use of matrices, which clearly identify student expectations in the classroom and in common areas. The PBIS-supported use of community circles and restorative practices also add to the growth of self-management skills, while

contributing to increased self-awareness, social awareness, and relationship skills.

Student Outreach Services and S.E.L.

The Student Outreach Services department seeks to provide supports for students and families by helping to decrease barriers for continued education. The S.O.S. department serves highly mobile students who are homeless or in substitute care (such as foster care), students who are pregnant and/or parenting, and other at-risk student populations. The S.O.S. department directly supports student growth in S.E.L. competencies through several student support services. The Pathways to Success program reaches Arlington ISD 6th and 8th graders to provide direct instruction in relationship skills and responsible decision-making. The Pregnancy, Education, and Parenting (P.E.P.) Program provides educational support and other resources for pregnant and parenting students, while also working with them on S.E.L. skills.

MTSS and S.E.L.

The multi-tier system of supports (MTSS) approach to student interventions is supported by the S.E.L. department specifically through the PBIS practices and through other departmental services. Direct instruction of the five S.E.L. competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) provided by teachers, counselors, interventionists, and facilitators provide Tier 1 (foundational) support. Group counseling sessions and other small group interventions such as SOAR (Students Obtaining Academic Results) programs provide Tier 2 (supplemental) support. Individual counseling, resource connections, mentoring programs, and other individual service supports provide Tier 3 (intensive) supports.

Other Social and Emotional Supports

The S.E.L. Department addresses other social and emotional needs for students through counseling services, student outreach facilitators, drug intervention specialists, resources connections, and crisis support within the district in an ongoing and as-needed basis. The department also collaborates with internal departments and external entities to address proactively social and emotional needs for Arlington ISD students.

Assistance for Students with Learning Difficulties



Britain Messenger
Martin High School

Aiding Students Who Have Learning Differences or Who Need Special Education or Section 504 Services

For those who have academic or behavioral deficits in the general education classroom, all school districts must consider tutorial, compensatory and other support services that are available to all students, including a Multi-Tiered System of Supports (MTSS). The implementation of MTSS 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, their parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Eligibility, Requests, Reporting, and Resources:

Eligibility – The Individuals with Disabilities Education Act, also known as IDEA, is a federal law that give eligible students with disabilities the right to receive special education services and assistance in school. To be eligible for special education services, a student with a disability must need instruction that is specially designed to meet the student's unique needs based on that disability.

Who can request an evaluation?

- Parents or Guardians: A parent or guardian has the right to request a special education evaluation at any time. It is best to submit this request in writing to your school's principal or to the school district's special education director. If your child is pre-school age and not yet enrolled in school, send the letter to the district's special education director.
- School: If the school knows or has reason to suspect that the student has a disability and a need for special education services, the school must refer the student for a special education evaluation. More information on evaluation timelines can be found at: direc.to/dVYR

Reporting – The Texas Education Agency (TEA) changed the way it reports special education enrollment in school systems. TEA no longer includes a target for a school system's total numbers of students in special education as part of state monitoring.

- For special education representation, TEA only reports on over-representation within certain race, ethnicity and disability categories, as required by federal law. School systems cannot use this reporting data to delay, deny or prevent a referral for an evaluation for special education services.

Resources

- TEA has created topic specific information for families. These resources can be accessed via this link: direc.to/dVYo
- Family members can call or log on to find answers to their questions as well as general information about special education
 - SpEdTex.org
 - 1.855.773.3839

Special Education Referrals:

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

There is an exception to the 45-school-day timeline. If 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 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Information 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:

Director of Special Education/Section 504/Dyslexia at 682-867-0800

Executive Director of Specialized Services for 504/Dyslexia at 682-867-0804

Section 504 Referrals:

The district has standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. The district has also implemented 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 Information 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:

Coordinator for Section 504 and Dyslexia at 682-867-7465

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

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

EXTRACURRICULAR ACTIVITIES

Extracurricular Permission Slip

Every student must have a signed parent permission slip in the sponsor's office before they can participate in an extracurricular activity. This permission slip must be signed yearly. Participation in extracurricular activities is a privilege and not a right.

Extracurricular Removals

Coaches and sponsors may remove a student from extracurricular activities with the approval of the campus principal if the student has committed an infraction in Groups II-IV that results in a corrective action (see pages 27-42 for a list of misbehaviors and definitions, and range of corrective actions).

Upon notice from law enforcement that a student has engaged in conduct defined as a felony offense, the student will lose extracurricular privileges.

Student Discipline [Board Policy FO (Local)]

<http://pol.tasb.org/Policy/Code/1098?filter=FO>

- Extracurricular activities

Any student who represents the AISD by participating in extracurricular activities or is a member or participant in any AISD sponsored club or organization will be suspended from membership and/or any and all participation if the student is found by the AISD to have engaged in conduct which would constitute a violation of any law related to alcohol, dangerous drugs, marijuana and/or controlled substances, volatile chemicals and abusable glue or aerosol paint, as such substance is defined in the *Student Code of Conduct*, regardless of whether or not such conduct occurs on school property or at school-sponsored or school-related events and regardless of whether or not such conduct occurs while school is in session or during the school year. Off campus, non-school related conduct, which occurs at any time, is subject to these corrective actions. These corrective actions affect all extracurricular activities and participation in all activities of the organization or club regardless of whether or not the activities are during the school year. The length of suspension from membership or participation shall be for the remainder of the school year or season whichever is later.

- Counseling option

The student may regain their eligibility for extracurricular activities by fulfilling the counseling options. The district will enter into only one counseling agreement per school organizational level (i.e., elementary, junior high, high school).

These corrective actions are incorporated in and are in addition to any other applicable corrective actions for school-related misconduct as set out in the *Student Code of Conduct*, including but not limited to removal to DAEP or expulsion.

**Procedure for
Application of
Policy**

The evidence may be considered in determining whether a student may lose extracurricular privileges include but are not limited to:

- Students' grades or similar administrative requirements to participate in extracurricular activities;
- Student admission to misconduct;
- Evidence presented by law enforcement, including legal citation issued, arrest, or being taken into custody by any law enforcement agency, and;
- Witness statements that show by preponderance of the evidence misconduct

This policy would not affect a student who may be with others who are violating the policy, unless the student's conduct may have assisted, led to, or resulted in the violation of the policy.

ALCOHOL/DRUG COUNSELING OPTION

In accordance with current policy (FO Local) <http://pol.tasb.org/Policy/Code/1098?filter=FO>, a student who has violated the Arlington Independent School District's policy on alcohol and drugs will lose their extracurricular privileges for the school year or season, whichever is later.

Counseling Options

The student may regain their eligibility for extracurricular activities by meeting the following requirements:

- The student and parents meet with the administrator, counselor and intervention specialist and sign an agreement which as a minimum would include:
 - A minimum six-week period of guided reflection and thought,
 - Weekly meetings with the intervention specialist by the student,
 - Parent participation with the intervention specialist, if possible,
 - The student meeting the attendance, academic and behavioral standards set forth in the agreement, and
 - Clear goals for changes in behavior.
- At the end of six weeks, the school administration, counselor, student, intervention specialist and the student's parents will meet to discuss progress made during the six-week period.
- The intervention specialist, counselor and administrator will consult with the district's intervention specialist to determine if the student can return to extracurricular activities after reviewing the information provided during the meeting held at the end of six weeks.
- All students who have alcohol/drug offenses on campus will be required to participate in a minimum six-week counseling program outlined in paragraph one above.
- All students who have alcohol/drug offenses off campus would be offered this service even if they are not involved in extracurricular activities.
- A second offense will result in the student being removed from extracurricular activities for the remainder of the school year or season, whichever is later.

ATTENDANCE

Rationale

AISD students are required to attend school on a regular basis. As a result, these students tend to achieve better grades, seek an active involvement in activities on campus and learn the skills necessary to attain success after leaving our school district.

Punctuality and self-discipline are expected of all students and adults responsible for our students. Know your child's schedule and check with the school if you have any concerns regarding your child's attendance or punctuality.

Grades Pre-K-8

Students in grades Pre-K-8 must adhere to the 90% attendance law. These classes are not on a block schedule; however, 90% attendance in each class or subject offered is mandatory. Nine absences or more, whether excused or unexcused, per semester exceeds the 90% attendance requirement. If a student fails to attend 90% of the days, credit can be lost and promotion to the next grade may be in jeopardy.

Block Schedule (Grades 9-12)

Students on block schedule who accrue five absences or more in a class per semester may not receive credit for that class. Since block scheduled classes meet on alternate days, each class meets approximately forty-four times each semester. Thus, five absences or more in a class per semester exceeds the 90% attendance requirement. However, students with excessive absences shall be required to continue in each class and assume responsibility for all assignments.

Compulsory School Attendance

Texas Education Code Sections 25.085(a) and (b) state that a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and has not reached the child's 19th birthday shall attend school each school day for the entire period the program of instruction is provided. Upon enrollment in pre-kindergarten or kindergarten, a child shall attend school under the same 90% attendance rules as all other students.

Tardies

Students are expected to support the learning process by attending all classes regularly and on time. Each campus will develop and publish its own tardy policy.

- **First semester has 81 days**
- **Second semester has 93 days**

Absences

If any parent of a school age child 12 years of age or older fails to send the child to school as required by law, a warning shall be issued by the school and/or the attendance officer that attendance is immediately required. If after a warning the parent fails to send

the child to school as required by law and the child has unexcused voluntary absences, the parent commits an offense. Family Code §§ 65.002-.003 Education Code §25.093

The parent and/or child shall be prosecuted if the child fails to attend school without excuse on 10 or more days or parts of days within a six-month period in the same school year. Education Code §25.094951 (a)

The district attendance officer may file a complaint in court against the parent or child when truancy occurs. Fines range from \$100 to \$500 per day that the child remains truant from school. Other results of truancy can be:

- Suspension of a child's driver's license or permit, or if the child does not have a license or permit, to deny the issuance of a license or permit for a period of 180 days or until the last day of the school year in which the order is entered, whichever is longer. Family Code 65.003(c).
- Require the student to complete certain education programs, complete a GED, or perform community service. Family Code § 65.103.
- The parent or other adult found to have contributed to the child's truancy may be ordered to attend classes, pay for classes for the student, and/or perform up to 50 hours of community service. Family Code § 65.105.

**Parental Consent
Required**

A parent or guardian must provide verbal or written consent to the attendance office prior to their child being approved to leave during the school day. Written consent will be verified.

It is the responsibility of the parent or guardian to call the school each day of absence by 10 a.m. to explain the absence of the student. The purpose in notifying the school is to promote that both the school and the family are aware that we can account for each student. **All absences not cleared within 24 hours are unexcused.** Upon the student's return, it is the responsibility of the parent or guardian of a secondary student to call the school by 10:00 a.m. to explain the absence. If the student had a medical appointment, the note shall be turned into the appropriate attendance office. The parent or guardian of an elementary student is encouraged to send a written note on the first day the student returns to school.

**Decisions on
Absences/Tardies**

An unexcused absence/tardy is subject to corrective action. Any absence or tardy, regardless of the number, will be considered and dealt with on its own merit.

**Attendance
Committee Hearing**

Classroom teachers shall comprise a majority of the attendance committee. The attendance committee shall hear each case in which a student's attendance falls below the 90% threshold and a

petition by the student or his or her parent or legal guardian has been filed. The committee may give class credit to a student because of extenuating circumstances according to policies adopted by the Board that establish ways for a student to make up work or regain credit lost because of absences [Board Policy FEC (Local)] <http://pol.tasb.org/Policy/Code/1098?filter=FEC>

Imposing Conditions for Awarding Credit

The committee may impose any of the following conditions for receiving credit lost because of excessive absences:

- Completing additional assignments, as specified by the committee or teacher.
- Attending tutorial sessions as scheduled.
- Attending Saturday classes.
- Maintaining the attendance standards for the rest of the semester.
- Taking an examination to earn credit.

In all cases, the student must also earn a passing grade in order to receive credit.

Unexcused Absences – Grading

Students who miss school without having an excused absence may not receive credit for work in the class missed during the unexcused absence.

Semester Penalties

Students in grades 7-12 who fail to comply with this attendance policy may not receive credit for the semester. An elementary student may receive a zero for all courses during the six-weeks period of that semester that the 90% rule is invoked. Continued attendance violations may affect promotion status. Succeeding unexcused absences will be addressed by the local school Attendance Review Committee.

Make-Up Work

A student whose absence is excused shall be allowed a reasonable time to make up school work missed. **It is the student's responsibility to secure assignments and to make up all work due to excused/extenuating circumstances.** Failure to complete such assignments within a reasonable time will result in a zero for such assignments. The AISD defines a reasonable length of time to be one day for each day missed with an excused absence.

Denial of Privilege

Parents who fail to pick up the requested assignment may be denied this courtesy by the building principal or designee.

Students should complete a reasonable amount of the assignments by their return to school and fully complete all make-up work within the allotted time. Parents and students should know that if a reasonable amount of work sent home is not completed, this courtesy may be denied by the building principal or designee.

Students who have work assigned to them on a scheduled basis, such as term papers, projects, etc., should have the work ready on the due date even with an excused absence. An academic penalty (the deduction of points) may be imposed for work not submitted on the due date.

Parents should understand that certain types of school work cannot be assigned to the home because of explanations by the teacher needed by the students.

**Extenuating
Circumstances**

- Observing religious holy days, including travel, when such absence is required for the exercise of a student's religious beliefs. The parent/guardian or person having control of the student should contact the school in accordance with the district attendance policy. The extenuating circumstance provision applies to holy days, which are tenets of the religion. This provision does not apply to retreats, conventions, youth group activities, etc., unless such activities are required by the tenets of the student's religion.
- Temporary absence resulting from healthcare appointments, if the student returns on the same day of the appointment with documented re-entry slip from the doctor's office.
NOTE: The AISD requests that parents make every effort to schedule doctor's appointments either before or after normal school hours; otherwise, a student should schedule appointments with the goal of minimizing time lost away from academic instruction. The attendance office is to receive an entry permit. This includes the temporary absence of a student diagnosed with autism spectrum disorder. The student must begin classes or return on the same day of the appointment with a health care professional to receive generally recognized services for persons with autism spectrum disorder (SB 1577).
- Legitimate days of illness. Excessive days or more than three consecutive days of illness require a physician's statement.
- Days out on school-sponsored activities.
- Serious family emergency.
- Death in the immediate family.
- Participation in court proceeding or a child abuse/neglect investigation in accordance with §37.056 of the Texas Education Code (relating to court-related students).
- Disaster, flood, extreme weather conditions, fuel curtailment or other calamity resulting in the closing of schools.

- Documented days of college visitation (limited to two days for seniors). Additional days for college visitation may be granted by the principal for seniors who have a counselor recommendation. Principals may grant days for college visitation to juniors who have a counselor recommendation. Such absences shall be considered extracurricular activity absences and shall be subject to the same limitations as appropriate for those absences.
- Days missed by a runaway as defined by Texas Family Code §51.03 (relating to Delinquent Conduct; Conduct Indicating a Need for Supervision). A police runaway case number is required.
- The absences of a teen parent due to caring for their child.
- Other unusual circumstances acceptable to the building principal or Superintendent.

Vacation/Business Trips

Vacation or business trips are not recognized by the state as acceptable reasons for students being out of school and will be treated as unexcused. Therefore, these days should be planned only for school holidays that do not disrupt student learning or cause loss of credit.

Attendance Officers' Phone Numbers

For assistance contact:

- | | |
|-----------------------------------|--------------|
| • Arlington High School Network | 682-867-1924 |
| • Bowie High School Network | 682-867-1916 |
| • Lamar High School Network | 682-867-1923 |
| • Martin High School Network | 682-867-1918 |
| • Sam Houston High School Network | 682-867-1913 |
| • Juan Seguin High School Network | 682-867-1917 |

SCHOOL SAFETY TRANSFERS

A student or parent may make a request to the Superintendent or Superintendent's designee for a transfer to attend a safe public school in the district. The district shall grant the transfer if the student:

- Attends school at a campus identified by TEA as persistently dangerous,
- Was a victim of a violent criminal offense while in school or on the grounds of the school the student attends as defined by AISD Policy FDE (Local), or
- Has been the victim of sexual assault or aggravated sexual assault, regardless of whether the offense occurred on or off school property. The parent/guardian can request that either the student victim or the student assailant be transferred to another campus [see FDE (Legal)] <http://pol.tasb.org/Policy/Code/1098?filter=FDE> .

Transfer of Students Who Are Victims of or Have Engaged in Bullying - see FFI Board policies and Texas Education Code section 25.0342 for more information.

<http://pol.tasb.org/Policy/Code/1098?filter=FFI>

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, the board of trustees of a school district or the board's designee shall transfer the victim to:

- Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
- A campus in the school district other than the campus to which the victim was assigned at the time the bullying occurred.

The board of trustees of a school district may transfer the student who engaged in bullying to:

- Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
- A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying. Texas Education Code section 37.004 (concerning students with disabilities who receive special education services) applies to transfers under this section.

The board of trustees or the board's designee shall verify that a student has been a victim of bullying before transferring the student under this section. The board of trustees or the board's designee may consider past

student behavior when identifying a bully. **The determination by the board of trustees or the board's designee is final and may not be appealed.**

A student or parent shall make a request to the Superintendent or designee for a transfer for one of the reasons above within 30 calendar days after notice of the incident. The district shall respond to the transfer request within 10 school days.

AISD has no schools identified by the Texas Education Agency (TEA) as persistently dangerous campuses.

Notices



Orlando Sanchez
Ousley Junior High

NOTICES

§504 Child Find Notice: Pursuant to Section 504 of the Rehabilitation Act of 1973, the district has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the district's Section 504 Coordinator, at 682-867-7465, or by mail at 690 E. Lamar Blvd., Arlington, TX 76011. Please also see AISD Board Policy FB (Local) for additional and more specific information concerning Section 504 Student Complaints Procedures. This policy and all other Board policies may be viewed at each school campus or online at www.aisd.net/board (click on Board Policy).

Asbestos – Annual AHERA Asbestos Notification: The AISD Management Plan notebooks which contain all pertinent asbestos information, including inspections and periodic surveillances, are located in the administrative office at each district building.

Confidentiality Statement: The AISD, in accordance with the Family Educational Rights and Privacy Act (FERPA), restricts access to protected student records as required by law. Directory information on students will be released upon request without a parent's consent unless the parent elects in writing to restrict directory information. The form on which parents can indicate their election is sent home each year.

Disclosures Under the Directory Information Exception: FERPA allows a school the ability to share directory information from educational records with juvenile justice agencies and others who request this information.

Directory information includes the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended.

Parents who do not want their child's directory information to be disclosed must notify the school in writing.

Dismissal From Campus at Lunch: Dismissal from campus will be based on student classification. To be classified at the next grade level, a student shall have earned the following number of credits by the beginning of the school year:

grade 9	0 credits	on campus lunch
grade 10	6 credits	on campus lunch
grade 11	12 credits	on or off campus lunch
grade 12	18 credits	on or off campus lunch

Reclassification in January may take place for third-year high school students who are planning to be three-year graduates or who need to maximize opportunities to participate in the TAKS Exit Level test. See EIE (LOCAL).

Graduation Ceremonies: Participation in the graduation ceremony is optional and at administrator's discretion. Graduating seniors are advised that conduct judged by the principal to be disruptive to the graduation ceremony will subject them to immediate removal from the ceremony and/or withholding of their diploma pending a parent conference. Students will remain seated at all times unless directed to stand. Possession or use of certain items is not permitted at graduation exercises. These items include, but are not limited to the following:

- Air horns
- Balls of any kind
- Whistles
- Signs
- Clappers
- Frisbees
- Electronic devices
- Inflatable devices

Male students are required to wear dress shirts with neckties, and female students are to wear dresses, skirts and blouses or pants that are in compliance with the AISD dress code. The principal is empowered to state standards for dress and behavior both prior to and during the ceremony and to take action when necessary.

Non-Discrimination Statement: The AISD does not discriminate on the basis of race, color, age, gender, gender identity, sexual orientation, national origin, religion or disability in educational programs, admissions/enrollment decisions or activities that it operates as required by Title VI, Title IX, Title II and Section 504.

Pesticide: The AISD uses pesticide in its schools to control insects and also uses bait stations for rodents (refer to 72nd Legislature, Texas Pest Control Act, 1356-6).

Response to Intervention (Rti) Notice: In order to provide the most effective education for *all* children, the AISD believes we must start with providing an effective education for *each* child. The AISD uses the process called Response to Intervention (RTI). It is a school wide, district wide, three-tiered model for identifying and providing high quality instruction and early intervention to all students falling behind their grade

level peers in reading and mathematics. The AISD utilizes the three tier approach with varying levels of support beyond that used as the core curriculum.

Student Success Initiative (SSI): The AISD follows the grade advancement requirements of the Texas Student Success Initiative (SSI), which is to ensure that every student makes the academic progress necessary to show a sufficient understanding of the knowledge and skills taught and tested at each grade level. The amended SSI requires that grade 5 and grade 8 students must meet the passing standard on the State Assessment of Academic Readiness (STAAR) tests in reading and mathematics before they can be promoted to the next grade level. Questions concerning the SSI should be directed to your school. You may also contact the RTI Department at 682-867-7465 or go the AISD website (www.aisd.net/esp). In addition, a brochure which includes an explanation of the state law, suggestions for how families can help and available resources for further information is also available online (<http://tea.texas.gov/student.assessment/parents/>)

Wellness Policy: The AISD has implemented a student wellness policy to create an environment conducive to healthful eating and physical activity and to express a consistent wellness message through other school-based activities. Please refer to AISD policy FFA (Local) <http://pol.tasb.org/Policy/Code/1098?filter=FFA> which ensures that students engage in minimum physical activity requirements.

Definitions



Mia Dino
Larson Elementary

Definitions

Academic Dishonesty: Engaging alone or collaborating with others to take part in dishonest or deceitful activities such as lying, cheating, plagiarism or stealing to gain an academic advantage in assignments, tasks or other school related activities.

Arson is a crime that involves starting a fire or causing an explosion with intent to destroy or damage, any vegetation, fence or structure on open-space land; or building, habitation or vehicle:

- Knowing that it is within the limits of an incorporated city or town,
- Knowing that it is insured against damage or destruction,
- Knowing that it is subject to a mortgage or other security interest,
- Knowing that it is located on property belonging to another,
- Knowing that it has located within property belonging to another, or
- When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Assault: Offense defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly or recklessly causing bodily injury to another. Texas Penal Code §22.01(a)(2) defines assault as intentionally or knowingly threatening another with imminent bodily injury. Texas Penal Code §22.01(a)(3) defines assault as intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

Burglary: The entering of a habitation or building with the intent to commit theft.

Bullying: Bullying is when a student engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and the Board of Trustees or the Board's designee determines that the behavior: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or (2) is sufficiently severe, persistent, and or pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student. This conduct is considered bullying if it: (1) Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through the written or verbal expression or physical conduct; and (2) Interferes with a student's education or substantially disrupts the operation of a school. See also, the definition of Cyber bullying below.

Campus Reassignment: The removal of a student for serious or persistent misbehavior or illegal acts from his or her assigned campus to another campus within the same school district. All campus reassignments must be approved by the Discipline Coordinator for The Office of Student Behavioral Support Systems. **Transportation is not provided.**

Canine Unit: The district is authorized by Board Policy FNF <http://pol.tasb.org/Policy/Code/1098?filter=FNF> to use dogs to sniff for illicit drugs, alcoholic beverages, pharmaceutical medication, explosives and firearm ammunition. The district's use of dogs is intended to minimize dangerous drugs, alcohol, explosives and firearms being brought to a campus.

Class Re-assignment: Class re-assignment is the removal of a student from their assigned classroom to another class on the same campus for serious or persistent misbehavior or an illegal act. To the extent possible, the student should continue to receive instruction in the courses they were enrolled in when the removal became effective.

Club: An instrument specially designed, made or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument including a blackjack, mace and tomahawk as defined by Penal Code 46.01(1)

Conference: A procedure in which the student shall be advised of the conduct with which they are charged. The student shall be given the opportunity to explain their version of the incident.

Conspiracy: An agreement formed between or a concerted effort by two or more persons for the purpose of committing a criminal act or a violation of the *Student Code of Conduct*. The conspiracy and the resulting corrective actions may continue even if one of the actors drops out of the initial act.

Contraband: The possession of property that is inappropriate for school or forbidden by law or by Board policy.

Controlled Substances: Drugs whose general availability is restricted; any one of a number of drugs or other substances which are strictly outlawed because of their potential for abuse or addiction. Such drugs include those classified as narcotics, stimulants, depressants, hallucinogens and cannabis.

Criminal Mischief: A person commits an offense if, without the consent of the school or school district, they intentionally or knowingly tamper with, damages or destroys school property.

Criminal Street Gang: Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Criminal Trespass: Texas Penal Code §30.05 defines conduct constituting a criminal trespass. While AISD shall rely on the provisions of §30.05 to determine whether a criminal trespass has occurred, a general description of the prohibited conduct appears below:

- Prohibits entry into or remaining on school property without consent after being notified that entry was forbidden or notified to depart.

Cyberbullying: Use of any electronic communication device to engage in bullying or intimidation. Please refer to page 100.

Dangerous Drug: A medication/illegal drug classified by the Texas Penal Code and/or Physician's Desk Reference as being a dangerous drug.

Dating violence is the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship, as defined by Section 71.0021 of the Family Code.

Days: Unless otherwise noted, days shall mean school days.

Deadly conduct: When a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building or vehicle.

Deferred Adjudication: Alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred Prosecution: May be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Defiance: To challenge, confront, resist or refuse to follow directions, requests or instructions given by school personnel. Defiance is considered a serious act by the AISD.

Detention: An on-campus setting designed for deprivation of a student's personal time as a corrective action.

Disciplinary Alternative Education Program (DAEP): A supervised educational setting for students who have violated the *Student Code of Conduct*. Courses of study include English language arts, math, science, history and self-discipline. The district is not required to provide other subjects to students while they are assigned to a DAEP.

Disciplinary Alternative Education School: A supervised setting for the discipline management of students who violate the *Student Code of Conduct* or commit serious or illegal acts under such code or the penal code. A student may be removed from class and placed in a disciplinary alternative education school by the Board or its designee for conduct, including that outside of school and off school property. The student will be placed in a disciplinary alternative education school when it is reasonably believed the student's presence in the regular classroom program or at the home campus presents a danger of physical harm to the student or to other individuals.

- **CHOICES Program:** A short-term, supervised, academically non-punitive disciplinary alternative education program where a student is given classroom assignments to the extent that is possible (elementary, junior high and high school students). **Transportation is not provided.**
- **Turning Point School:** A structured program for senior high, junior high and elementary students designed to modify a student's behavior and provide opportunities for academic success. This program provides core educational services for senior high, junior high and elementary students who are expelled and/or assigned to this alternative education program. Student counseling services are provided at elementary, junior high and senior high levels. Parent education is provided at all three levels.

Discipline Management Technique: Any action at the campus level, taken by a teacher or administrator, which is intended to promote proper behavior and/or discourage misconduct other than expulsion or removal to a disciplinary alternative education program, including but not limited to student-teacher conferences, suspension of extracurricular activities, detention and in-school suspension for three days or less.

No hearing is required prior to the use of any discipline management technique.

Drug Paraphernalia: Fully defined in the Health and Safety Code §481.002 and includes but is not limited to meaning anything that is and/or could be used to prepare or process any controlled substances for introduction into the human body.

Encouraging a Student to Commit Suicide: Engages in bullying that encourages a student to commit or attempt to commit suicide.

Energy Drink: A beverage that is designed to give an individual increased energy by using a combination of caffeine, methyl xanthene, B vitamins, processed sugar and/or exotic herbal ingredients. In addition, an energy drink is labeled with the wording "energy", "energy booster" or like phrases. They are not meant to replenish the sugar and minerals lost from the body during physical exercise but instead act as stimulants to increase a person's energy level.

Emergency Removal: A principal or the principal's designee can recommend immediate placement of a student in an alternative education

program if the principal or the principal's designee reasonably believes the student's behavior is so unruly, disruptive or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class or with the ability of the student's classmates to learn. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

Expectations (School-Wide Expectations): Broad behavioral characteristics which provide guidance on appropriate behaviors within the school setting, school-related activities or events, and transportation. School-Wide expectations are positively stated, apply to all students and staff in all locations, and clarify the criteria for successful behavior. School-Wide expectations are a key component of Positive Behavioral Interventions and Supports, and serve as the basis for all behavioral instruction and support within the school.

Extended School Detention: A discipline technique requiring students to attend school **during times other than normal school hours or school days.**

Extracurricular: Any school activity including membership in any club or organization that is not a part of the required curriculum or course of studies.

Felony: A major crime for which the law statute provides a greater punishment than for a misdemeanor.

Fighting: Fighting is defined as mutual combat between students that results in physical contact and/or bodily injury. It can also be a case of one student knowingly and intentionally assaulting another student. The administration on each campus may notify law enforcement when there is a fight or assault. Once law enforcement has been notified by the administration, it will be at the discretion of the officer who responds as to whether an arrest should be made and/or a ticket should be issued. Should the officer make the decision to arrest one or more students or to issue a ticket(s), each ticket can range up to \$500 for each student

Gambling: Shall mean a bet as defined by §47.01 of the Texas Penal Code and/or any other agreement between two or more persons that a sum of money or other valuable thing may be won or lost.

Gangs, Secret Societies, Sororities or Fraternities: Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of violation of the *Student Code of Conduct* or (2) An organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the

Education Code are excluded from this definition. (See also, definition of Criminal Street Gangs.)

Graffiti: Making markings, drawings or paintings on tangible property while on school grounds without the consent of the school, school district or owner.

Harassment: Repeated threats to cause harm or bodily injury to another student, engaging in intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Hazing: Fully defined in the Texas Education Code §37.151 and includes but is not limited to an act against a student that endangers the mental or physical health or safety of a student for the purpose of being initiated into or affiliating with an organization.

Hit List: A list of people targeted to be harmed.

Homebound Instruction: Instructional services for currently enrolled students who provide a licensed physician's report that gives a diagnosis and describes why the enrolled student will be confined to home for 4 or more weeks. The medical condition should impede the student's ability to attend school activities, classroom instruction, or part-time employment (when applicable) for 4 or more weeks due to the severity of the health restrictions.

Horse Play: To engage in mutual pushing and shoving, chest bumping, tussling, etc.

Indecent Assault: Actions taken without the consent of the other person which are to gratify the sexual desire of any person. The actions include: (1) touching the anus, breast, or any part of the genitals of another person; (2) touching another person with the anus, breast, or any part of the genitals of any person; (3) Exposing or attempting to expose another person's genitals, pubic area, anus, buttocks or female areola; (4) causing another person to contact the blood, seminal fluid, vaginal fluid, saliva, urine, or feces of any person.

In-school Suspension: A special classroom designated as the in-school suspension room where a teacher is always on duty. In this setting, the student receives assignments/instruction in each course to the extent possible, with little or no opportunity for social interaction with peers. A student on in-school suspension shall not be allowed to participate in extracurricular or after-school activities.

Instigate: To provoke or incite; to encourage toward a criminal act or a violation of the *Student Code of Conduct*.

Leaving Campus: After arriving on campus, students are not permitted to leave without administrative approval. Students are **required** to go to the

office so parents can be notified of the student's intent to leave campus. Leaving campus before or during school without permission may result in corrective action.

Location-restricted Knife: As defined by law, a knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including a dirk, stiletto and poniard; bowie knife; sword; or spear, or is a defined by local policy. Penal Code 46.01(6); Education Code 37.007(a)(1)(B)

Look-Alike Weapon: Possessing or using a carbon copy weapon as an authentic weapon.

Metal Detectors: The district is authorized by the Board of Trustees [FNF (LOCAL)] to use metal detectors to screen for weapons and other contraband. The district's use of metal detectors is to minimize the risk of weapons on campus and is determined to be a desirable technique for campus security. No student, employee or visitor should be subject to the dangers inherent in a knife, firearm or other weapon being carried onto the campus by another person. Metal detectors are randomly used on buses, during school hours and upon entering buildings for extracurricular activities.

Obscene: Something which is considered indecent or lewd; something which is objectionable or offensive to the accepted standards of decency.

Offensive: Something which is considered to be disagreeable, distasteful, obnoxious or objectionable by a reasonable person.

Out of school suspension: An unsupervised educational setting in which a student is given assignments to complete at home. The student shall receive an excused absence while assigned to out of school suspension. Combined days of suspension and assignment to out of school suspension shall not exceed three school days. Any student who is assigned out of school suspension shall not be allowed on any AISD campus nor allowed to participate in extracurricular or after school activities for the day(s) out of school suspension is assigned.

Assignments will be provided for the student as soon as possible after placement in out of school suspension. Assignments should be returned as soon as completed but assignments must be returned on the first day back to class. Students on short-term placements may not receive assignments until they return. Full credit will be given for completed assignments.

Paging Device: A telecommunication device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. (TEC 37.082)

Parent/Guardian: Means the biological/genetic mother or father of a child, a court-ordered guardian of a minor child or a person who has

accepted responsibility for the child in writing in a form acceptable to the school district.

Persistent misbehavior: Two or more violations of the *Student Code of Conduct* in general or repeated occurrences.

Pornography: Explicit depiction or description of sexual acts.

Possession:

- To have contraband on one's person, in one's vehicle, or in the vehicle driven by a student to/on campus, or in one's personal effects, such as a coat, purse, book bag;
- To touch or handle contraband;
- To have contraband under one's control;
- To have contraband in one's locker; or
- To be in a vehicle either as a driver or passenger with the knowledge that contraband is contained in the vehicle.

Profane Language: Profane language is any language directed to another person with the intent to incite a breach of the peace. Profane language may result in a citation issued by the police.

Progressive Discipline: The system of discipline infractions and corrective actions which are listed in Groups I, II, III, IV. Group I includes the least serious offenses, while Group IV is a serious level of offense with serious corrective actions. Under progressive discipline, a student who repeatedly violates a lower level of expectations without changing their undesirable behavior may automatically progress to a more serious level of corrective action.

Prohibited Substance: Means any substance that when introduced into the body impairs or has the potential to impair the normal use of one's mental or physical faculties; a prescribed or legal substance that is taken in an amount greater than the recommended dosage or that is prescribed for a different person or purpose.

Prohibited Weapon: As defined by the Texas Penal Code §46.05 and also means any object that is used or intended to be used as a weapon to inflict pain or injury upon another.

Public Display of Affection: The only appropriate public displays of affection at school are hand holding, walking arm-in-arm, and/or a brief hug, as in a greeting between any two persons that does not disrupt the learning environment.

Slurs: A slur is any statement that degrades or demeans any person's racial, ethnic, cultural or national origin, religion, disability, sexual preference, gender and gender identity.

Restorative Language: Affective questions and statements that are used to develop interpersonal relationships leading to safe, collaborative classroom culture.

Retaliation: The act or threat of doing harm or taking action toward another person because the person exercised legal authority over the student, disciplined the student or reported the student.

Robbery: Causing injury or fear of imminent injury or death while stealing or committing theft.

School Day: The time a student first enters a school building for the day until the last dismissal bell for the day. For students participating in school-related activities off-campus and/or school-related activities that begin before the first school bell of the day or conclude after the last dismissal bell of the day. School personnel supervising such activities have discretion when the school day begins and ends.

Section 504: Having physical or mental impairment, which substantially limits one or more major life activities.

Self Defense: The use of force against another to the degree a person reasonably believes the force is immediately necessary to protect their self. The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when:

- The student provokes, invites or encourages the use of physical force by another person.
- The student has an opportunity to avoid physical force or to inform a school official of the threatened use of force.
- The student uses physical force after the other party abandons or attempts to abandon a fight or confrontation.

Serious Misbehavior Means:

- Actions or demonstrations that substantially disrupt or materially interfere with school activities
- Bullying
- Coercion, as defined by Section 1.07 of the Texas Penal Code
- Criminal mischief, under Section 28.03 of the Texas Penal Code
- Extortion, or blackmail
- Deliberate violent behavior that poses a threat to the health or safety of others
- Falsification of records, passes or other school-related documents
- Fighting, committing physical abuse, or threatening physical abuse

- Hazing
- Harassment, under Section 42.07(a)(1) of the Texas Penal Code, of a student or district employee
- Indecent exposure, under Section 21.08 of the Texas Penal Code
- Insubordination
- Leaving school grounds without permission
- Murder
- Personal hazing, under Section 37.152 of the Texas Penal Code
- Possession of or conspiracy to possess any explosive or explosive device
- Possession or distribution of pornographic materials
- Profanity, vulgar language, or obscene gestures
- Public lewdness, under Section 21.07 of the Texas Penal Code
- Refusal to accept discipline assigned by the teacher or principal
- Robbery or theft
- Sexual harassment of a student or district employee
- Vandalism

Serious or Persistent Misbehavior includes but is not limited to:

- Behavior identified by the district as grounds for discretionary DAEP placement
- Actions or demonstrations that substantially disrupt or materially interfere with school activities
- Refusal to attempt or complete school work as assigned
- Insubordination
- Profanity, vulgar language, or obscene gestures
- Leaving school grounds without permission
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal

Sexting: Taking, sending or forwarding obscene, sexually oriented, or sexually explicit nude or partially nude images of oneself or others, or sending or forwarding texts that are obscene, sexually oriented, or

sexually explicit. In some instances, such acts have been classified as illegal, e.g., child pornography.

Sexual Coercion: Threatening to commit certain offenses unless the victim agrees to give actor intimate visual material, perform sexual act, or give actor money.

Sexual Conduct: When a student touches the private body parts of their self or engages in sexual contact with another person for the purpose of sexual gratification. An offense of sexual conduct may result in notification of Child Protective Services and/or local law enforcement agencies.

Sexual Harassment: To engage repeatedly in unwelcome sexual advances, requests for sexual favors, sexually abusive or vulgar language or other verbal, visual or physical conduct if such conduct with a student or staff creates an intimidating, hostile or offensive school environment.

Sexual harassment may result from an intentional or unintentional action and can be subtle or blatant. It can be verbal or physical and can occur in any setting. The context of events can be important in determining whether particular acts constitute sexual harassment.

Sexual harassment can range from nonverbal remarks to physical assault and includes but is not limited to:

- **Verbal**
 - Slurs, name calling
 - Sexual innuendo and other suggestive, offensive or derogatory comments
 - Humor or jokes about sex
 - Remarks about someone's body or apparel
 - Catcalls
- **Nonverbal**
 - Leering
 - Suggestive or insulting sounds or gestures
 - Offensive printed or written material
- **Physical**
 - Unnecessary and unwanted physical contact
 - Impending or blocking movements, which suggest sexual advances
 - Physical assault

The considerations listed above are not all inclusive but rather serve as examples.

Corrective Actions for a student who is found to have engaged in sexual harassment may range from parent contact to an assignment to an

alternative education program depending on the nature of the inappropriate behavior.

Slap Boxing/Sparring: To engage in motions of attack or defense with the arms, hands, legs or feet.

Sports Drink: A non-carbonated drink designed to quench thirst faster than normal water to replenish the sugar and minerals lost from the body during physical exercise.

Stalking: To engage in the unwelcome pursuit of someone, including but not limited to giving notes, cards, gifts, or vile and/or offensive objects to someone whom you know or should know does not and/or will not welcome or appreciate the attention or the note, card, gift or objects. Also refer to the section on Harassment and Sexual Harassment and to Penal Code §42.072.

Suspension: The principal or other appropriate administrator may suspend a student who engages in conduct for which the student may be placed in an alternative education program. Each suspension may not exceed three days. A student may have more than one suspension per semester; however, the total days of suspension shall not exceed six days per semester unless approved by the Superintendent or designee. Assignments completed during the suspension shall receive a grade adjustment of no higher than 70.

Telecommunication Device: A device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor.

Terroristic Threat: A threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building, room; place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state or a political subdivision of the state (including the school district).

Theft: When a person commits an offense that unlawfully appropriates property with the intent to deprive the owner of the property.

Threats: An expression of intention or warning that one will inflict harm, evil, injury or damage.

Threatening to use a firearm: If in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally, threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus and was in possession of or has immediate access to the firearm or threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus.

Title 5 offenses: Those that involve injury to a person and include murder; kidnapping; assault; sexual assault; unlawful restraint; coercing, soliciting or inducing gang membership if it causes bodily injury to a child; indecency with a child; injury to a child, an elderly person or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product [See Board Policy FOC(EXHIBIT)]
<http://pol.tasb.org/Policy/Code/1098?filter=FOC>

Under the Influence: Lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger corrective action.

Vandalism: Willful or malicious acts that are intended to damage or destroy property and/or reckless acts that result in the damage or destruction of property.

Volatile Chemical: Anything used for other than its intended purpose that may alter one's mood.

Weapon: Any instrument or device used for fighting either in an attack or defensive mode.

Weapon Free Zone: As defined in the Texas Penal Code §46.11.

Zip gun: A device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled bore barrel by using the energy generated by an explosion or burning substance.

Student and Parent Acknowledgment of *Student Code of Conduct* and Notice Concerning Bullying and Harassment



Ly Do
Blanton Elementary

ARLINGTON INDEPENDENT SCHOOL DISTRICT
**STUDENT AND PARENT ACKNOWLEDGEMENT OF THE *STUDENT CODE OF CONDUCT*
AND NOTICE CONCERNING BULLYING AND HARASSMENT**

Dear Student and Parent:

As required by state law, the Board of Trustees has officially adopted this *Student Code of Conduct* in order to promote a safe, positive and educationally-oriented environment for every student. It has been developed to help your child gain the greatest possible benefit from his or her school experience. The school is in need of your help and cooperation. Please read this *Student Code of Conduct* thoroughly and discuss it with your family. It is important that every student understand the Code and be encouraged by his or her parents or guardians to follow the expectations and regulations set forth in the Code.

The AISD strives to ensure that all of its students are free from bullying and harassment including violence in students' relationships. All charges of bullying, harassment, and dating violence are to be taken very seriously by our students, faculty, staff, administration and parents. We will make every effort to handle and respond to each and every charge and complaint filed by our students and employees in a fair, thorough and just manner. Every effort will be made to protect the due process rights of all victims and all alleged offenders.

Bullying is when a student engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and the Board of Trustees or the Board's designee determines that the behavior: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or (2) is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student. This conduct is considered bullying if it: (1) Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through the written or verbal expression or physical conduct; and (2) Interferes with a student's education or substantially disrupts the operation of a school.

Harassment is defined as repeated threats to cause harm or bodily injury to another student, engaging in intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Sexual harassment means to repeatedly engage in unwelcome sexual advances, requests for sexual favors, sexually abusive or vulgar language or other verbal, visual or physical conduct if such conduct with a student or staff creates an intimidating, hostile or offensive school environment.

Dating violence is the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship, as defined by §71.0021 of the Family Code.

A student or parent who has a complaint alleging bullying, harassment, sexual harassment or dating violence should immediately report the complaint to a campus administrator, teacher or counselor for investigation.

PLEASE READ THE FOLLOWING AND SIGN BELOW:

AS THE STUDENT AND PARENT/GUARDIAN OF THE STUDENT LISTED BELOW, WE ACKNOWLEDGE THAT WE HAVE REVIEWED AND READ THE ONLINE VERSION OF THE ARLINGTON ISD STUDENT CODE OF CONDUCT FOR THE 2020 - 2021 SCHOOL YEAR.

Student Name _____ Student Signature _____ Date _____

Parent/Guardian Name _____ Parent/Guardian Signature _____ Date _____

PLEASE SIGN AND RETURN TO YOUR CAMPUS

AUGUST 2020

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JANUARY 2021

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Legend

- Student/Staff Holiday ○
- First/Last Day of School..... —
- Semester Start/End..... { }
- Exams/Early Dismissal (secondary students)..... @
- Begin/End Grading Period ()
- Teachers New to Profession Report..... •
- Teachers New to AISD Report..... #
- Student Holiday..... ◆
- Teacher Prep./Student Holiday..... ^
- Staff Exchange Days..... ..
- Inclement Weather Makeup for Staff..... *
- Early Dismissal (elementary students)..... >

Important Dates

- July 30..... Teachers New to Profession Report
- August 3..... Teachers New to AISD Report
- August 6..... All Teachers Report
- August 6 – 14..... Teacher Prep./Staff Dev.
- August 17..... First Day of Classes
- September 7..... Holiday
- October 9..... Student Holiday/Staff Exchange
- October 12..... Holiday
- November 23 – 27..... Holidays
- December 16 – 17..... Exam Days – Jr. & Sr. highs
- December 17..... End of First Semester
- December 18 – January 1..... Winter Break
- January 4..... Teacher Prep. Day
- January 5..... Second Semester Begins
- January 18..... Holiday
- February 15..... Holiday
- March 15 – 19..... Spring Break
- April 2..... Holiday
- April 12..... Student Holiday/Staff Exchange
- May 25 – 26..... Exam Days – Jr. & Sr. highs
- May 26..... Last Day of Classes
- May 27..... Teacher Work Day
- May 28 – June 1..... Staff Exchange/Weather Makeup
- May 31..... Holiday

If school cancellations aren't needed, students' last day will be May 24, and May 25 and 26 will become teacher work days.

School Hours

- Prekindergarten 8:10 a.m. – 11:16 a.m. or 12:29 p.m. – 3:35 p.m.
- Elementary (K–6)..... 8:10 a.m. – 3:35 p.m.
- Junior High (7–8)..... 8:45 a.m. – 4:10 p.m.
- High School (9–12)..... 7:35 a.m. – 3 p.m.

Early Release Hours

- Prekindergarten 8:10 a.m. – 10:10 a.m. or 10:10 a.m. – 12:10 p.m.
 - Elementary (K–6)..... 8:10 a.m. – 12:10 p.m.
 - Junior High (7–8)..... 8:45 a.m. – 12:45 p.m.
 - High School (9–12)..... 7:35 a.m. – 11:35 a.m.
- First Semester Instructional Days..... 81*
Second Semester Instructional Days..... 93
Total Instructional Days..... 174

FEBRUARY 2021

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