2026-2027
Student Code of Conduct

Arlington

INDEPENDENT SCHOOL DISTRICT

More Than a Remarkable Education

2026-2027 School Directory

Arlington Independent School District

Senior High Schools

013 Agriculture Science Center	2212 Michigan Ave	76013	682-867-9528/29	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	Stacie Humbles
004 Bowie	2101 Highbank Dr.	76018	682-867-4400	682-867-4406	Justin Edwards
016 Center for Visual/Performing Arts	900 E. Sanford St.	76011	682-867-9700	682-867-9705	Dr. Matt Varnell
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	Lesley Maroney
005 Martin	4501 W. Pleasant Ridge Rd.	76016	682-867-8600	682-867-8609	Victoria Youngblood-Baldwin
002 Sam Houston	2000 Sam Houston Dr.	76014	682-867-8200	682-867-6290	Lee Jones
009 Seguin	7001 Silo Rd.	76002	682-867-6700	682-867-6705	Billy Linson
007 Turning Point Secondary	2209 N. Davis Dr.	76012	682-867-3000	682-867-3045	Jeanne Muldrew
006 Venture*/Newcomer	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	Carin Tufts
052 Barnett	2101 E. Sublett Rd.	76018	682-867-5000	682-867-5096	Vana Shaw-Stines
051 Boles	3900 S.W. Green Oaks Blvd.	76017	682-867-8000	682-867-8073	Dr. Codi Van Duzee
047 Gunn	3000 S. Fielder Rd.	76015	682-867-5400	682-867-5405	Thomas Flagg
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	Amber Price
041 Rodriguez	807 Sherry St.	76010	682-867-1700	682-867-1721	Jerod Zahn
048 Shackelford (U)	2000 N. Fielder Rd.	76012	682-867-3600	682-867-3603	Kelli Smith
050 Workman	701 E. Arbrook Blvd.	76014	682-867-1200	682-867-1218	Dr. Erin Fogleman
049 Young	3200 Woodside Dr.	76016	682-867-3400	682-867-3405	Kirsten Lundin

10 JHS

Elementary Schools

161 Adams	2220 Sherry St.	76010	682-867-2130	682-867-2135	Nathan Tave
124 Amos	3100 Daniel Dr.	76014	682-867-4700	682-867-4708	Crystal Green
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	TBD
158 Beckham	1700 Southeast Pkwy.	76018	682-867-6600	682-867-6617	Christi Wilks
101 Berry	1800 Joyce St.	76010	682-867-2900	682-867-2904	Donita James
147 Bryant	2201 Havenwood Dr	76018	682-867-5200	682-867-5211	Jessica Hoover
155 Burgin	401 E. Mayfield Rd.	76014	682-867-1300	682-867-1369	LaToya Turner
129 Butler	2121 Margaret Dr.	76012	682-867-1010	682-867-1071	Dr. Mark Basham
137 Corey Academy	5200 Kelly Elliott Rd.	76017	682-867-3900	682-867-3904	Cynthia Anthony
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	Liznel Gonzalez-Morales
130 Ditto	3001 Quail Ln.	76016	682-867-3100	682-867-3176	Margaret Minyard
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	Amy Anderson
142 Ellis	2601 Shadow Ridge Dr.	76006	682-867-7900	682-867-7903	Kiesha Edwards
143 Farrell (U)	3410 Paladium Dr., GP	75052	682-867-0300	682-867-0370	Andrea Trowbridge
136 Fitzgerald	5201 Creek Valley Dr.	76018	682-867-5300	682-867-5347	Taffetta Green
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	Marisa Guzman
153 Hale (U)	2400 E. Mayfield Rd.	76014	682-867-1530	682-867-1956	Amy Carlisle
117 Hill	2020 W. Tucker Blvd.	76013	682-867-2300	682-867-2375	Jannie Nelson
121 Johns (U)	1900 Sherry St.	76010	682-867-2500	682-867-2505	Migdalia Castillo
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	Dr. Angela Eaton
107 Kooken Ed. Center**	423 N. Center St.	76011	682-867-7152	682-867-7154	Elizabeth Huebner
151 Larson (U)	2620 Avenue K, GP	75050	682-867-0000	682-867-0079	Keith Boyd
146 Little	3721 Little Rd.	76016	682-867-3300	682-867-3305	Kadoria Burgess
165 McNutt	3609 S. Center St.	76014	682-867-9100	682-867-9105	Chelsea Broughton
135 Miller	6401 W. Pleasant Ridge Rd.	76016	682-867-8400	682-867-8405	Ricki Andrews
144 Moore	5500 Park Springs Blvd.	76017	682-867-8900	682-867-8970	Ravin Jackson
131 Morton (U)	2900 Barrington Pl.	76014	682-867-5600	682-867-5679	Dr. Leigh Adams
162 Patrick	755 Timber Oaks Ln., GP	75051	682-867-0600	682-867-0605	Katina Martinez
164 Peach	2020 Baird Farm Rd.	76006	682-867-6100	682-867-6105	Ayesha Ramos
154 Pearcy STEM Academy	601 E. Harris Rd.	76002	682-867-5555	682-867-5561	Sarah Brooks
120 Pope	901 Chestnut Dr.	76012	682-867-2750	682-867-2795	Yolanda Riley-Railey
109 Rankin (U)	1900 Oleander Dr.	76010	682-867-2800	682-867-2805	Nancy Zayas
159 Remynse	2720 Fall Dr., GP	75052	682-867-0500	682-867-0507	Selena Ozuna
134 Sherrod (U)	2626 Lincoln Dr.	76006	682-867-3700	682-867-3705	Karen Hicks
123 Short	2000 California Ln.	76015	682-867-5850	682-867-5895	Betsy Berkebile
111 South Davis	2001 S. Davis Dr.	76013	682-867-3800	682-867-3817	Kalisse Kelly
112 Speer (U)	811 Fuller St.	76012	682-867-4000	682-867-4005	Stephanie Savala
140 Starrett	2675 Fairmont Dr., GP	75052	682-867-0400	682-867-0405	Roxanna Sierra
113 Swift	1101 S. Fielder Rd.	76013	682-867-4100	682-867-4109	Carlos Lopez
114 Thornton (U)	2301 E. Park Row Dr.	76010	682-867-2051	682-867-2104	Alicia Rodriguez
148 Webb (U)	1300 N. Cooper St.	76011	682-867-4300	682-867-4349	Evelyn Navarro-Gaspar
152 West	2911 Kingswood Blvd., GP	75052	682-867-0100	682-867-0190	Amber Cannon
145 Williams	4915 Red Birch Dr.	76018	682-867-5900	682-867-5904	Chandler Garcia
166 Wimbish World Lang. Academy	1601 Wright St.	76012	682-867-6000	682-867-6019	Dr. Chelsea Kostyniak
133 Wood	3300 Pimlico Dr.	76017	682-867-1100	682-867-1105	David Dillard

51 Reg.
1 Pre-K
52 ES

Total Schools 75

U = Uniforms ** Prekindergarten & Early Childhood

Updated 7/16/26

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Arlington ISD students and families,

Welcome to the 2026-2027 school year! We are excited to have you as part of the Arlington ISD family and we know this will be your best year yet! Unlike many districts, we view our Student Code of Conduct as a positive tool that helps us create the learning environments that we desire for each and every student. Whether you are a student, parent, or educator, we know that we all want the same thing - a great experience in school!

Part of our philosophy regarding student behavior in Arlington ISD revolves around a thoughtful, proactive approach to learning. Students throughout our district engage in positive experiences that teach the appropriate behaviors, supports, and expectations for the school. These learning experiences help us ensure that every student knows and understands how they, as individuals, can contribute to the positive campus culture that we all desire.

At the same time, we also believe that students should adhere to clear, consistent expectations for behavior in the school setting. When student behaviors don't align with our expectations, we believe that appropriate consequences can help teach students more productive behaviors for the future. Teaching our students to become accountable for their actions is a life-skill that will benefit for years to come.

Our Arlington ISD Student Code of Conduct provides clear guidance for our students, and families, for a productive year of learning and growth. The document outlines student responsibilities including attending school on time every day, showing respect for others and their property, expressing thoughts and ideas with civility and respect, and cooperating with campus and district staff. The Student Code of Conduct also outlines appropriate responses, and consequences, when student behaviors fail to meet campus expectations for a safe and productive learning environment.

Please take the time with your family to review our Arlington ISD Student Code of Conduct and become familiar with its content. Together, through thoughtful effort from our students, families and staff, we can create a learning environment in which every student and staff member can thrive.

Sincerely,



Matt Smith, Ed. D.
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, pol.tasb.org/Home/Index/1098, 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 rules as a supplement to address their particular needs. While these rules 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 rules. In most cases, neither the *Student Code of Conduct* nor the campus rules 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 children. 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 rules. Board policy will govern when there is a conflict with the *Student Code of Conduct*.

School District Authority and Jurisdiction

Each campus has a single person designated as the campus behavior coordinator (CBC) to maintain discipline. Arlington Independent School District has designated each campus an assistant principal as the campus behavior coordinator for their campus. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and

- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

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.

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

Unless the board does not adopt a parental involvement policy under TEC 37.0014.

Security Personnel
The board utilizes school resource officers and/or security personnel to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series. The law enforcement duties of school resource officers and/or security personnel are:

- Creating and maintaining safe, secure and orderly learning environments for students, teachers and staff.
- Establish a trusting channel of communication with the students, parents, and teachers .
- Serve as a positive role model to instill in student's good moral standards, good judgement and discretion, respect for other students, and a sincere concern for the school community.
- Promote citizen awareness of the law to enable students to become better informed and effective citizens, while empowering students with the knowledge of law enforcement efforts and obligations regarding enforcement as well as consequences for violations of the law.
- Serve as a confidential source of counseling for students and parents concerning problems they face as well as providing information on community resources available to them.

REMOTE LEARNING

AISD maintains expectations of our students when engaged in remote learning. AISD rules apply to campus-based, alternative, and remote learning, and may include specific language herein for a particular form of learning. If not specified otherwise, the rule applies to all forms of learning.

Public Health/School Safety

Additional public health/school safety considerations and protocols may be added at a later date that align with national, state, and local requirements or recommendations.

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.
- Further, student off-campus online conduct can result in disciplinary consequences if:
  - causes a substantial disruption at school;
  - is serious or severe bullying or harassment of individuals;
  - involves threats aimed at school officials, employees or students, or;
  - breaches school security devices

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 actual or 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 destroying or damaging district property loaned to the student for the purpose of accessing virtual instruction; and
- While using remote learning platforms, displaying any misbehavior that violates the Student Code of Conduct or 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, engaging in 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.

TITLE IX

As required by law, the District shall have procedures for investigating complaints of Sexual Harassment - including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. See Board policy FFH (LOCAL) https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1098&code=FFH#localTabContent Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District official listed in this policy. The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with the Title IX of the Education Amendments of 1972, as amended, for students:

Title IX Compliance and Investigations
Address: 690 East Lamar BLVD., Arlington TX 76011
Email: TitleIX@aisd.net
Telephone: 682-867-7479

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 if you are exhibiting one or more of the exclusionary descriptors listed on the AISD Health Services Website. https://www.aisd.net/district/departments/administration/health-services/illness-guidelines-for-parents/

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;
- Complying with all safety protocols;

- 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, taking their seat immediately, and wearing any safety equipment required for the individual student
    - 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 their 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 them build and maintain positive relationships, treat staff with respect, resolve conflicts without violence, 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 your child to school if they meet the exclusionary guidelines listed on the AISD Health Services website https://www.aisd.net/district/departments/administration/health-services/illness-guidelines-for-parents/

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 your child's 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 their 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 them to understand how expectations for their behavior at school is related to your expectations for their 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 their education and talk with their teacher(s) to learn how you can support their 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;
    - Emailing or requesting a conference with your child's teacher(s) if you see that they are 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 in 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 their 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;
    - Working 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

Chief Operations Officer 682-867-7340
Director, Student Services 682-867-7326

Employee - Related Concerns

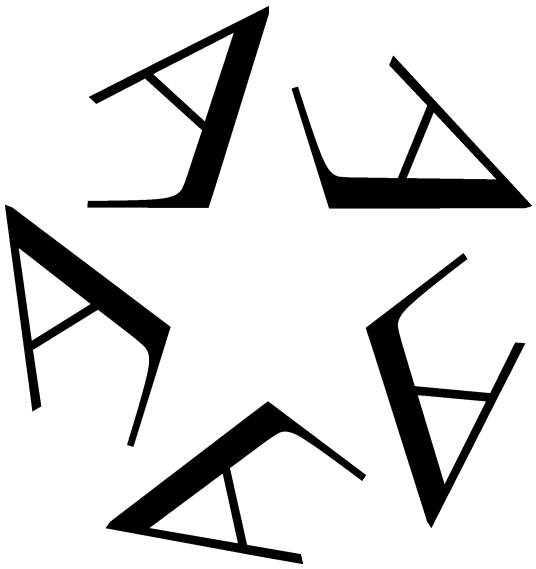
Assistant Superintendent, Human Resources 682-867-7433
Director, Development and Employee Relations 682-867-7290
Director of Customer Service, Human Resources, 682-867-7290

Title IX Concerns

Director, Title IX Compliance and Investigations, 682-867-7479,
TitleIX@aisd.net

For additional resolution options see Board Policy FNG (Local)

FREQUENTLY ASKED QUESTIONS



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. Each group has corrective actions or consequences associated with their specific level of misbehavior. 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 of Group IV 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 infraction may receive different corrective actions. The reason for this is that while one student may have a previous history of misbehavior, the other student may have no previous record 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 committed the same offense together may receive a very different corrective action.

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 to ensure all students have 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. Why may I not know what discipline was given to another student?

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, or to other governmental officials authorized by FERPA.

9. How do I appeal a decision by the campus 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 campus 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. 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 representation.

12. 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.

13. 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.

14. What is the AISD attendance policy? How are absences excused?
Regular and punctual patterns of student attendance are essential for a student to receive the maximum benefit from their education. Regular student attendance is a component in the overall behavior program and supports the *Student Code of Conduct*.

15. 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 but remain confidential under the law

16. 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. 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.

17. What is required 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. https://www.aisd.net/district/departments/technology/information-and-instructional-systems/records-management/verification-of-enrollment/

18. 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.

19. 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.

20. 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;
- touch or handle contraband;

- have contraband under one's control;
- have contraband in one's locker; or
- be in a vehicle either as a driver or passenger with the knowledge that contraband is contained within the vehicle.

21. How does the district define use?

Use occurs when a student voluntarily introduces or attempts to introduce 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.

22. 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. This allows administrators to investigate violations of the *Student Code of Conduct* fully and completely. The administration may contact the parent after a student has been interviewed. Information obtained through this interview will be shared 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. 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:

    a) 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.

    b) 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.

    c) 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 their 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.

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

Students must follow campus guidelines for student ID found on the student dress code section

24. 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 permit
- 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 rules distributed at each campus.

25. 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.

26. 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.

27. 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. .

28. 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 and/or as a part of an individual safety plan.

29. 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.

30. 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*.

31. Why is my child receiving a ticket or being punished for 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.

32. 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.

33. 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.

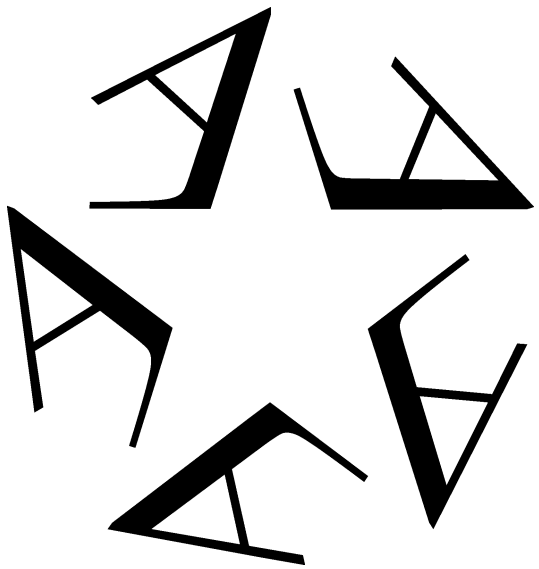
34. Does AISD have a resource information page for parents?
Yes. Please use the following link for a variety of information for parents.http://www.aisd.net/families/

35. 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.

36. What is a threat assessment?
The state of TX mandates that threat assessments must be conducted when students display "harmful, threatening, or violent behavior" which includes threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student.

LEVELS OF STUDENT MISBEHAVIORS AND CORRECTIVE ACTIONS



LEVELS OF STUDENT MISBEHAVIORS AND CORRECTIVE ACTIONS

General Information

- AISD strives to 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 of behaviors that are not tolerated. Possible corrective actions for each level of misbehavior are provided below, but each campus's principal may consider other corrective actions as appropriate for each situation.
- AISD strives to ensure that all 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) Personal Communication 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 for arriving at the bus stop at least ten 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 and are not allowed to take the seat of another student. Students may only board or exit the bus at their assigned stop. Any changes in the daily routine of riding a bus must be requested 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. Requests are considered based on eligibility and case by case basis. 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.

Students with 504 Plans

- The discipline of students who have active 504 Plans will include the consideration of the student's Behavior Intervention Plan (BIP) when applicable.

Students with Disabilities

- 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, 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 in a manner that results in a change to the student's educational placement 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. A behavior improvement or intervention plan that is included in a student's IEP must be reviewed at least once per year and at times more frequently to address changes in the child's circumstances or the safety of the student or others. 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/

Progressive Discipline

- 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 prior misbehavior/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 environment
    - legal/statutory requirements
    - self defense (see Definitions)
    - intent or lack of intent at time student engaged in the misconduct

Positive Behavioral Interventions and Supports

- 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 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 elements
    - increase wait time for response
    - restorative language
    - redirect student
    - review/re-teach expectations
    - provide opportunities for students to practice expected behaviors and provide descriptive feedback

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	
• **Disrespect** • **Disruption** • **Dress code violation** • **Misconduct** • **Non-Compliance** • **Personal transportation on campus** • **Tardiness** • **Technology violation***	➢ Misbehavior warning (verbal or written) ➢ Parent/Teacher/SEL Support Staff conference ➢ 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*
	➢ Restorative practices ➢ Removal from bus *(by Administrator or Transportation personnel)* ➢ Confiscation of telecommunication device ➢ Any other corrective action deemed appropriate by campus administration	*Administrator*

*See SCoC Technology Regulations for additional information related to personal communication 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.*	
Misbehavior	*Definition*
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 *Definitions*). 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, selling items for personal profit, 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, hover boards, roller skates, non-medical scooters, skate-shoes, etc. on campus
Antisemitism	Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism.
Tardiness	Arriving to school or class after the designated start time.
Technology Violation	First violation of Administrative Regulations for Personal Communication 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.

-- End of 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	
• **Excessive, persistent Group I misbehaviors** • **Academic Dishonesty** • **Contraband** (incl. energy drinks) • **Deceit**	➢ Parent/Teacher/SEL Support Staff conference ➢ Behavior contract ➢ Restitution ➢ A zero may be given for academic dishonesty, including unauthorized use of artificial intelligence, on class assignments	*Administrator OR Teacher*
• **Disobedience** • **Inappropriate materials** • **Loitering** • **OTC possession** • **Leaving class/ campus** • **PDA** • **Physical branding** • **Physical aggression** • **Teasing/Taunting** • **Technology violation*** • **Trespassing** • **Truancy/ Skipping**	➢ Restorative practices ➢ Denial of privilege by administrator ➢ Time in office ➢ Class re-assignment; see *Definitions* 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 personal communication device on campus ➢ In-school suspension ➢ Any other corrective action deemed appropriate by campus administration	*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.*	
Misbehavior	*Definition*
Academic Dishonesty	Engaging alone or collaborating with others to take part in dishonest or deceitful activities, including but not limited to artificial intelligence; see *Definitions* 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 *Definitions* section for additional information
Deceit	Participating in dishonest, deceitful activities
Disobedience	Refusing to follow directions and instructions given by school personnel
Inappropriate materials	The creation, 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 *Definitions* section for additional information
PDA	Public display of affection; see *Definitions* 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*	Second and third violations of Administrative Regulations for Personal Communication 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 *Definitions* section for additional information.
Truancy/ Skipping	Violation of the Attendance Policy – unexcused absences and tardies

-- End of Group II Misbehaviors –

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	
• **Excessive, persistent Group II misbehaviors** • **Abusive language** • **Boxing** • **Conspiracy** • **Defiance** • **Fighting** • **Gambling** • **Discrimination** • **Harassment** • **Hazing** • **Igniting** • **Illegal software** • **Inappropriate Touching** • **OTC Use/ Distribution** • **Pantsing** (no exposure of private parts) • **Posturing** • **Potential weapon** • **Propaganda** • **Sexual harassment** • **Tampering** • **Technology violation*** • **Theft <50** • **Threatening** • **Tobacco/Nicotine**	➢ Parent/Administrator/SELSupport Staff conference ➢ Peer mediation ➢ Loss of privilege to have any personal communication 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 Student Services	*Administrator*

*See SCoC Technology Regulations for additional information related to personal communication 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.*	
Misbehavior	*Definition*
Abusive language	Profane language and/or derogatory statement
Boxing	Slap boxing/Sparring
Conspiracy	Planning a fight or assault while on campus that occurs off-campus; see the *Definitions* 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 *Definitions* section for more information
Fighting	Mutual combat between students that results in physical contact and/or bodily injury; see *Definitions* 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 *Definitions section for additional information*
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 *Definitions section for additional information*
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 *Definitions* 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

-- Group III Misbehaviors continued on next page –

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.*	
Misbehavior	*Definition*
Pantsing (no exposure of private parts)	The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants) without consent, typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing in fraternities. Consequences: While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result in school suspension or disciplinary actions, as it is increasingly treated as a serious bullying offense.
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 *Definitions* 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
Tampering	Tampering with computer hardware or software, leading to the disrupting of the learning environment
Technology violation*	Fourth violation of Administrative Regulations for Personal Communication Devices and Other Devices
Theft < $50	Theft of up to $50; see *Definitions* section for additional information
Threat(s) to students	An expression of intention of warning that one will inflict harm, evil, injury or damage
Tobacco/Nicotine	Possessing, smoking or using tobacco/nicotine products

-- End of Group III Misbehaviors –

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	
• **Excessive, persistent Group III misbehaviors** • **Aerosols** • **Alcohol** • **Arson** • **Artificial Intelligence** • **Assault** • **BB/Stun Gun** • **Blocking** • **Bullying** • **Cyber bullying** • **Dating violence** • **Doxing** • **Drugs** • **E-Cigarettes** • **Encouraging a student to die by suicide** • **Encroachment** • **Explosives** • **Extortion** • **Fire equipment** • **Gang activity** • **Gang ID** • **Graffiti** • **Group disobedience** • **Hazing (criminal offense)** • **Hit list** • **Illegal drugs** • **Inciting others** • **Indecent assault** • **Indecent exposure**	➢ Parent/ Administrator/ Teacher/ SEL Support Staff/Student conference ➢ Campus reassignment; see *Definitions* 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 Student Services	*Administrator*

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 are also listed on the prior page.

Behaviors	Range of Group IV Corrective Actions	
• **Instigate** • **Knife** • **Look alike weapon** • **Pantsing** (with exposure of body parts) • **Paraphernalia** • **Pepper spray** • **Piercings** • **Pornography** • **Prohibited weapon** • **Propped doors** • **Sexual coercion** • **Sexual conduct** • **Sexual harassment (contact)** • **Short barrel firearm** • **Software piracy** • **Solicitation** • **Stalking** • **Stink bomb** • **Technology vandalism** • **Technology violation*** • **Terroristic threat** • **Theft > $50** • **Threats to staff** • **Threatening to use firearm** • **Unauthorized entry** • **Vandalism** • **Weapon**	➢ Parent/ Administrator/Teacher/SEL Support Staff/ Student conference ➢ Campus reassignment; see *Definitions* 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 Student Services	*Administrator*

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

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 *Definitions* section for additional information
Arson	A crime that involves starting a fire or causing an explosion with intent to destroy or damage; see *Definitions* section for additional information
Artificial Intelligence	Utilizing artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.
Assault	Engaging in an assault; see *Definitions* section for additional information
BB/Stun Gun	Possessing or using weapons including but not limited to stun guns, BB guns, or bullets/ammunition (The possession of a starter pistol is an expellable offense.)
Blocking	Blocking any building entrance, exit or passageway
Bullying	Bullying others; see *Definitions* 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 *Definitions* 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 *Definitions* section for more information
Drugs	Possessing, using, selling or being under the influence (see *Definitions*) of a controlled substance or look-alike controlled substance on or off school property; see *Definitions* section for additional information
Doxing	The action or process of searching for and publishing private or identifying information about a particular individual on the internet, typically with malicious intent.
E-Cigarettes	A consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other similar device
Encouraging a student to die by suicide	Engages in bullying that encourages a student to commit or attempt to die by suicide
Encroachment	Unauthorized access of areas of the campus, including areas which are prohibited by gender

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
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 *Definitions* 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)
Graffiti	Defacing property with graffiti; see *Definitions* section for additional information
Group disobedience	Rioting, group disobedience or disturbance
Hazing (criminal offense	Engages, solicits, encourages, directs, aids, or attempts to aid another in hazing, recklessly permits hazing to occur, having firsthand knowledge or details of hazing: see *Definitions* section for additional information
Hit list	Hit lists targeting school personnel and/or students; see *Definitions* section for additional information
Illegal drugs	Unlawful possession, use, distribution or intentional misuse of a dangerous drug; see *Definitions* section for additional information
Inciting Others	Acts that cause a significant disruption or cause others to disrupt
Indecent Assault	Actions taken without the consent of the other person which are to gratify the sexual desire of any person; see *Definitions* section for additional information
Indecent exposure	Intentional exposure of private body parts (mooning, flashing, etc.)
Instigate	Instigating others; see *Definitions* section for additional information
Knife	Possessing knives not meeting the Penal Code definition of "location restricted knife" (Penal Code §46.01); see *Definitions* section for additional information
Look-Alike Weapon	Possessing or using a duplicate weapon as an authentic weapon

-- 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.

Misbehavior	Definition
Pantsing (with exposure of body parts)	The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants) without consent, typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing in fraternities. Consequences: While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result in school suspension or disciplinary actions, as it is increasingly treated as a serious bullying offense.
Paraphernalia	Possessing or using drug paraphernalia; see Definitions section for additional information
Pepper spray	Possessing or using pepper spray, mace
Piercings	Body Piercing & Tattoos by other students at school is a dangerous, prohibited activity that can result in serious health risks, such as infections and bloodborne pathogen transmission. Students often use unsafe, improvised tools like sewing needles, leading to infections. This behavior is generally treated as a high-level infraction, potentially possession of prohibited items, and may involve police.
Pornography	Possessing, using or distributing electronic or published material that is pornographic or obscene (for example, Sexting - see Definitions), including possessing, using or distributing such material on any personal communication device; see Definitions 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.
Propped Doors	Intentionally using an object or device like a wedge, doorstop, or even furniture so they don't close automatically; see Definitions section for additional information
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 Definitions section for additional information
Sexual harassment (contact	Repeated sexual harassment that includes physical contact; see Definitions section for additional information
Short barrel firearm	A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches. It also includes any weapon made from a shotgun or rifle that has an overall length of less than 26 inches.
Software piracy	Violating copyright laws regarding computer software
Solicitation	Solicitation of immoral or illegal acts

-- 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.

Misbehavior	Definition
Stalking	To engage in the unwelcomed pursuit of someone; see Definitions 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 personal communication devices.
Technology violation*	Fifth violation of Administrative Regulations for Personal Communication Devices and Other Devices; See SCoC Technology Regulations for additional information related to personal communication 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 Definitions section for additional information.
Theft > $50	Theft over $50, robbery or burglary; see Definitions section for additional information.
Threats to staff	Threats or assaultive behavior toward school personnel; see Definitions 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.
Unauthorized Entry	Knowingly or intentionally enters into a district facility without going through an officially-designated entry point; see Definitions section for additional information.
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 Definitions section for additional information.
Weapon	An object, instrument, substance, or device used for inflicting bodily harm or physical damage.

-- End of Group IV Misbehaviors –

In School Suspension, Out-of-School Suspension, Choices, Information

In School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

(See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.)

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

- Self-defense see *Definitions* section:
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall 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 school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom.
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

CHOICES

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**

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

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.

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

Misconduct identified in State Law

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 Discipline 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 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)
    - Except as provided by Education Code 37.007(a)(3), sells, gives or delivers to another person, or possesses, uses or is under the influence of 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.)
    - Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marihuana, as defined by Section 481.002, Health and Safety Code, or tetrahydrocannabinol, as defined by rule adopted under Section 481.003 of that code.
    - Sells, gives, or delivers to another person an e-cigarette or nicotine delivery product, as defined by Section 161.081, Health and Safety Code.

- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See
- First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.
- 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 harassment under §36.06, Penal Code, against any school employee or volunteer.
- Engages in expellable conduct and is between six and nine years of age
- Commits a federal firearm violation and is younger that six years of age
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off school property.
- 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:
    - The student receives deferred prosecution (See Definitions), or
    - A court or jury finds that the student has engaged in delinquent conduct (See Definitions), or
    - The Superintendent or the Superintendent's designee has a reasonable belief (See Definitions) that the student has engaged in the conduct.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

- A felony offense under Title 5;
- The offense of deadly conduct under Section 22.05;
- The felony offense of aggravated robbery under Section 29.03;
- The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
- The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

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.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 minimum three 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.

Process and length of placement

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 minimum three 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 three 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 a minimum three 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 minimum three weeks review by the administration and faculty of Turning Point at each 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 minimum three 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 of Conduct 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 additional corrective actions 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 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.

Expulsion

Misconduct That May Result in 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.

Any location

Engaging in conduct that contains the elements of one of the following offenses against another student, without regarding another student, without regard to where the conduct occurs:

- Assault of an employee or volunteer
- Aggravated assault;
- Sexual assault;
- Aggravated sexual assault;
- Murder;
- Capital murder;
- Criminal attempt to commit murder or capital murder, and;
- Aggravated robbery.

Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School Within 300 Feet, or at School Event

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, or a controlled substance or a dangerous drug, unless the conduct is punishable as a felony, 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.
- 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 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
- 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

Federal Law

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:

- 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 5 ½ 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, billy, nightstick, mace and tomahawk, and;
  - A prohibited weapon, such as an explosive weapon, a machine gun, 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;
  - Kidnapping or Aggravated kidnapping;
  - Burglary, robbery, or aggravated robbery;
  - Manslaughter;
  - Criminally negligent homicide;
  - Continuous sexual abuse of a young child or children, and;
- 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.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.

If continued virtual placement is appropriate, the school must document the decision.HB 6 adds a virtual expulsion program if the juvenile justice alternative education program (JJAEP) rejects or releases the student early, or the school district is in a county without a JJAEP and doesn't contract with one in another county.

Consideration of Virtual Education as Alternative to Expulsion Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student

in a full-time hybrid program, full- time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e). SB 569 sets out the consideration for virtual education as an alternative option to expulsion.

Under Age 10

When a student under the age of 10 engages in 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 the 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 the 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 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 terms 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-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. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

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.

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 IEP committee.

Newly Enrolled Students

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.

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 initiate a formal removal from class if:

- A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
- A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
- A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

A teacher, CBC, or other appropriate administrator shall notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

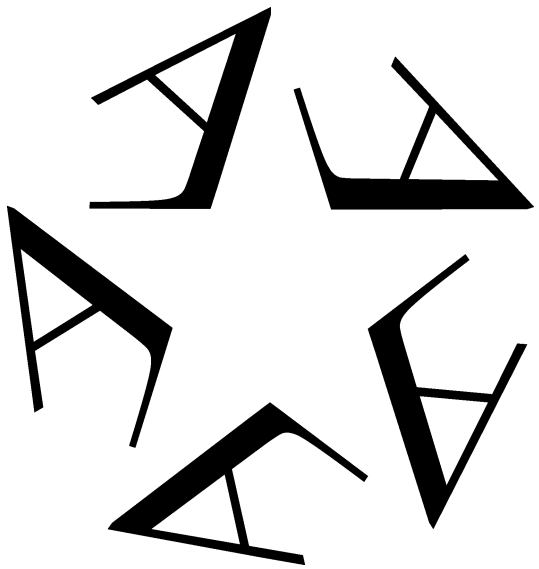
- Another appropriate classroom.
- ISS
- Out-of-school suspension.
- DAEP

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

- A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.
- A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

ASSIGNMENT AND APPEAL PROCESSES FOR DAEP PLACEMENTS AND EXPULSIONS



Assignment and Appeal Process for Disciplinary Alternative Education Placements

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, 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 or other representative 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 DAEP hearing, 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 DAEP hearing.

Level Two: The parent may request a review of the assistant principal's decision. Such requests should be made to the principal within three school days of receipt of the assistant principal's decision. Within five school days from receiving the request for review, a Level Two DAEP hearing will be scheduled. At the Level Two DAEP hearing, the assistant principal will present information regarding the placement. The student and parent may give relevant information. Within three school days of the Level Two DAEP hearing, 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 Chief Operations Officer at 690 E. Lamar Blvd. Arlington, TX 76011 within three school days of receipt of the principal's decision. Within five school days from receiving the request for review, a Level Three DAEP 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 DAEP assignment decision. At this Level Three DAEP hearing, 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 DAEP hearing 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 690 E. Lamar Blvd. Arlington, TX 76011. 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 or other representative. Parents are asked to notify the district in advance of the hearing if they have representation, 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 a representative will be present.
- The student's right to examine the school's evidence and question the adult witnesses.
- The student's right to testify, or/and 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 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 Chief Operations Officer at 690 E. Lamar Blvd., Arlington, TX 76011 within three school 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 690 E. Lamar Blvd., Arlington, TX 76011.

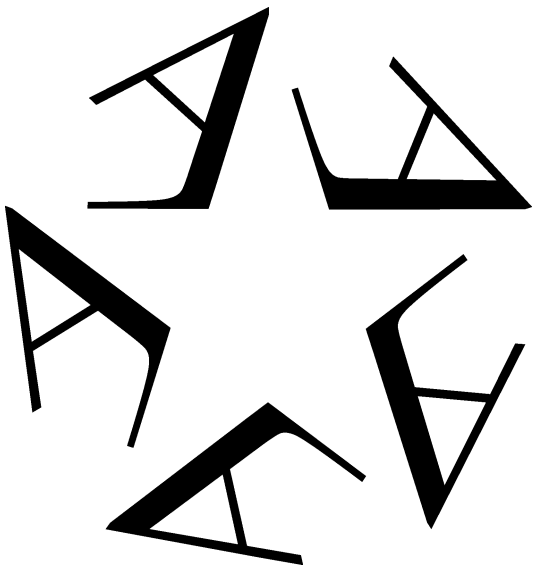
Prior to the Level Three Board hearing, the parents shall meet informally with the Superintendent to discuss the situation. After the meeting, if a Level Three Board hearing is still requested, the Superintendent shall, within five school days, send a notice containing the time, place and date of the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

STUDENT
DRESS CODE



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

- Obscene or Offensive Apparel
    - 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.
    - Transparent and/or see-through material is considered unacceptable, unless worn over another article of clothing that meets dress code.
- Shirts and Blouses

  Shirts/tops must touch the waist of pants/skirts, as measured when the student is standing.
- Dresses, Shorts, Skirts, Skorts
    - 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.
    - When measuring skirts, dresses, or skorts that have slits, the length will be determined by measuring from the top of the slit.
- 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.
- Sagging Pants

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

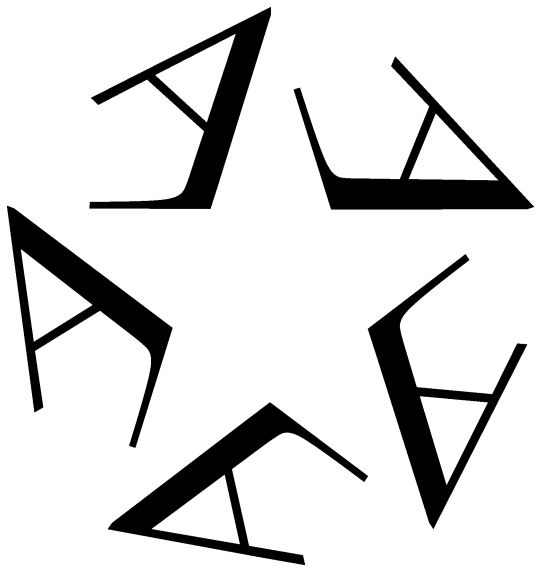
- Accessories
    - Students must wear shoes at all times; house shoes and slippers are prohibited. Students participating in physical education class and/or athletics shall wear athletic footwear that is closed at the toe and heel and must be laced and/or velcroed to participate. Sliders are prohibited
    - Head coverings may not be worn without prior approval of campus administration.
    - Students may request accommodation to the dress code for religious or medical reasons from
    - campus administration.
    - Proper undergarments should be worn but not visible.
    - Heavy chains or spiked jewelry are unacceptable.
    - Campus administration will determine the appropriateness of all piercings, gauging, and mouth "grillz."

- 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 Student Services.

REGULATIONS FOR USE OF TECHNOLOGY AND COMMUNICATION DEVICES



REGULATIONS FOR PERSONAL COMMUNICATION DEVICES AND OTHER DEVICES

[See Policy FNCE (Legal), FNCE (Local), FNCE (Exhibit) at www.aisd.net and Texas Education Code §37.082] The district prohibits the use of Personal Communication devices such as cellular phones, as well as cameras (digital, video, etc.), smart Glasses and Smart Watch technologies, 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 district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.
- If the student has been granted permission to use their personally owned technology/device by an individual campus administrator.
- Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

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 may result in the following corrective actions: The school administrators shall have the right to consider the appropriate corrective action.

WEEK ONE

- Constant verbal redirection and reminding
- No Device Confiscation or device usage
- Campuswide communication daily
- Parent communication

AFTER WEEK ONE INITIAL WARNING PERIOD:

All steps listed under each offense will be taken.

First Offense

- Confiscation of device
- Teacher/Admin contacts parent and review consequences for additional infraction
- Student may retrieve from office at end of day

Second Offense

- Confiscation of device
- Teacher/Admin contacts parent and review consequences for additional infraction
- Parent retrieves device at end of school day

Third Offense

- In-school suspension (ISS)
- Confiscation of device
- Parent/Admin conference to review consequences for additional infraction
- Parent retrieves device at end of school day

Fourth Offense

- Assignment to Choices
- Confiscation of device
- Parent/Admin conference to review consequences for additional infraction
- Parent retrieves device at end of school day
- Loss of privilege to have possession of any personal device on campus

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 DAEP. 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. The District assumes no responsibility for damaged, lost, or stolen devices once they are confiscated.

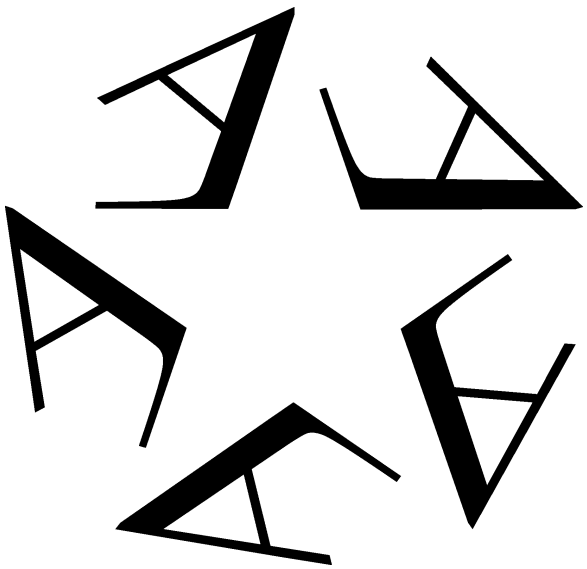
IMPROPER USE OF TECHNOLOGY AND DEVICES ON AND OFF CAMPUS

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.
- Taking inappropriate or unauthorized photographs or videos on campus.
- Taking pictures and/or videos in an unauthorized area (bathroom, locker room)

SCHOOL SAFETY TRANSFERS



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:

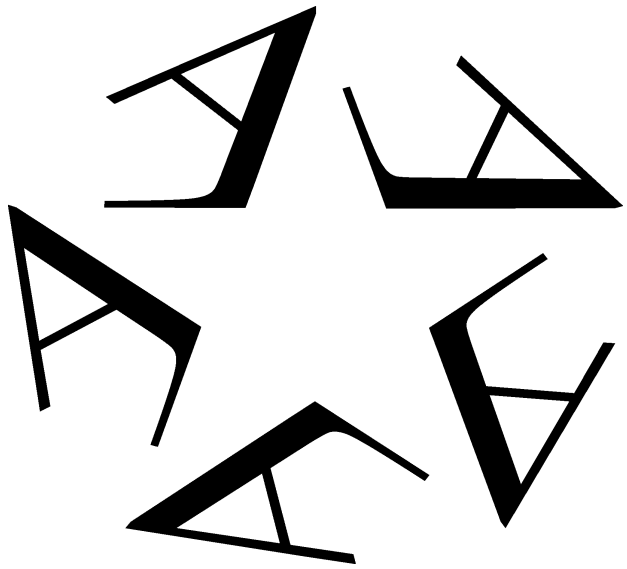
- Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
- A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of 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.

THREAT ASSESSMENTS



Threat Assessment

Students are expected to display respect and regard for others and themselves. Students are expected to manage frustrations and resolve conflict with others using respectful dialogue or seeking assistance from campus staff. They are expected to follow classroom, campus, and district routines and procedures. Violent behavior is prohibited and threats of violence are taken seriously.

The State of Texas mandates that threat assessments must be conducted by a multidisciplinary team at a campus [TEC 37.115 (f)(1)(A)] when students display “harmful, threatening, or violent behavior” which includes threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault by a student. [TEC 37.115 (a)(1)]

- A **threat** is an expression of intent to harm someone or themselves that may be spoken, written, gestured, or communicated via digital or electronic messaging platforms. Threats may be explicit or implied and directed at the intended target or communicated to a third party.

- The district utilizes the Sentinel BTA software to assess an individual’s potential for engaging in violent behavior, including situations involving concerning actions—such as weapon possession, physical altercations, or menacing conduct—even in the absence of a direct or implied threat

- If a threat assessment is initiated for a student receiving special education services or Section 504 accommodations, a special education representative shall participate as a member of the threat assessment team [TEC 37.115 (d-1)].

- If a screening indicates the need for additional inquiry, a threat assessment will be conducted by the threat assessment team at the student’s campus of enrollment. Parents/guardians will be notified before will be provided the opportunity to participate by submitting information regarding the student [TEC 37.115 (f-1)]

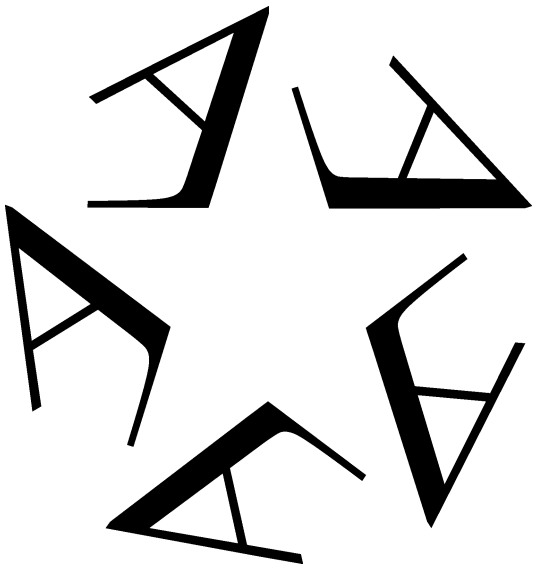
- Upon completion, the team will determine appropriate interventions and responses to ensure campus and community safety and student success based on the data that was gathered and analyzed. Interventions and responses will be tailored to the specific needs of the student, those affected, the environment, and contributing factors.

- Parents/Guardians will be provided with the team's conclusions and recommendations once the assessment is complete. [TEC 37.115 (f-2)]

- Students may face corrective action for disciplinary infractions which are handled separately by campus administration and are distinct from the threat assessment process.

- State law requires that threat assessments be maintained in a student's school records until their 24th birthday [TEC 37.115 (j-1)]

DEFINITIONS



Definitions

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

Alcoholic Beverage: A drink or substance that contains ethanol (ethyl alcohol), which is a psychoactive substance that can alter mood, consciousness, and behavior. Examples include, beer, wine, spirits (liquor), and cocktails, etc.

Antisemitism: is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

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 Director of Student Services. **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 either 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, damage, or destroy 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.

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.

Domestic Violence: According to Title IX, domestic violence occurs when a current or former spouse, cohabitant, or other intimate partner inflicts abuse upon a victim.

Doxing: The action or process of searching for and publishing private or identifying information about a particular individual on the internet, typically with malicious intent.

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.

E-Cigarettes: Any device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device, or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device and includes a device regardless of whether the device is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Encouraging a Student to Die by Suicide: Engaging in bullying that encourages another student to die by 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: 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: A wager or 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 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.)

Gender Based Harassment - Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

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.

Hate Crime - A hate crime is the violence of intolerance and bigotry, intended to hurt and intimidate someone. "A criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity

Hazing: An act against a student that endangers the mental or physical health or safety of a student. Fully defined in the Texas Education Code §37.151

Hazing (Criminal Offense): Any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization if the act endangers the mental or physical health or safety of a student.

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. 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*.

LEA (Local Education Agency): A local entity involved in education including but to limited to school districts, county offices of education, direct-funded charter schools, and special education local plan area (SELPA).

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 (Home based instruction): 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. 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. 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 and assignments should 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)

Pantsing: The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants), typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing. While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result disciplinary actions, as it is increasingly treated as a serious bullying offense.

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.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Piercings: Performing/Allowing Body Piercing & Tattoos -is a dangerous, prohibited activity that can result in serious health risks, such as infections and bloodborne pathogen transmission. Students often use unsafe, improvised tools like sewing needles, leading to infections. This behavior is generally treated as a high-level infraction, potentially possession of prohibited items, and may involve police.

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.

Propped doors: Refers to doors that are intentionally held open using an object or device—like a wedge, doorstop, or even furniture—so they don't close automatically. Potential issues with propped doors:

- Security risk – Someone could enter a restricted area unnoticed
- Fire safety hazard – Many doors are designed to automatically close to slow the spread of fire/smoke
- Violation of building codes or policies

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.

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:

- Actions or demonstrations that substantially disrupt or materially interfere with school activities
- Any Title V offense under the Texas Penal Code
- 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 Assault: Sexual contact or behavior that occurs without explicit consent of the victim.

- Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental capacity.
- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
- Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent

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.

Sex discrimination: Treating someone differently or worse because of their actual or perceived gender or gender identity. This includes conduct based on sexual orientation, such as unwelcome sexual advances, requests for sexual favors, or other unwanted sexual conduct. This conduct can be physical, such as massages or hugs, or verbal, such as vulgar jokes or discussions about sex.

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.

Sexual Violence - Sexual violence is any sexual act or attempt to obtain a sexual act by violence or coercion, acts to traffic a person or acts directed against a person's sexuality, regardless of the relationship to the victim.

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

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

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: A pattern of unwanted conduct directed at another person that threatens or endangers the safety, physical or mental health, or life or property of that person, or creates a reasonable fear of such a threat or action. Also refer to the section on Harassment and Sexual Harassment and to Penal Code §42.072

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; trafficking of persons; smuggling or continuous smuggling of persons; assault; aggravated assault; sexual assault; aggravated sexual assault, unlawful restraint; continuous sexual abuse of a young child or disabled individual; bestiality; improper relationship between educator and student, voyeurism; indecency with a child; invasive visual recording; disclosure or promotion of intimate visual material; sexual coercion; injury to a child, an elderly person or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to die by 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.

Title IX: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX protects against sex discrimination, sexual harassment, sexual violence, and retaliation against people who make or participate in complaints about sex discrimination.

Unauthorized Entry: In order to help maintain the integrity of our facilities, all students and visitors are required to follow the district protocols for accessing any AISD facility. This means that all persons must enter through the officially-designated entry point(s) for each location. Unauthorized entry into an AISD facility is not allowed and any violation thereof is deemed a serious breach of safety protocols. This applies any student who gains unauthorized entry or allows another to gain unauthorized entry into any facility. Unauthorized entry occurs when a student:

- Knowingly or intentionally enters into a district facility without going through an officially-designated entry point,
- Allows any person entry into any district facility by opening, propping, or otherwise rendering a door, window, or other access point unsecure, regardless if the door, window, or access point is deemed an officially-designated entry point, and/or
- Tailgating or piggybacking a staff member or other authorized student who enters into a facility through any entrance other than an officially-designated entry point during normal ingress times(*).

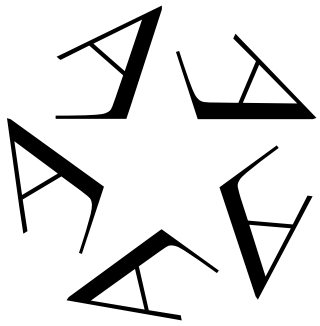
Vandalism: Willful or malicious acts that are intended to damage or destroy property and/or reckless acts that result in the damage or destruction of property.

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

Weapon: An object, instrument, substance, or device used for inflicting bodily harm or physical damage.

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.



Arlington

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