

STUDENT PARENT HANDBOOK



2017-2018

ALL LEVELS

ALDINE ISD
Student Handbook

2017–18 School Year

If you have difficulty accessing the information in this document because of disability, please contact krknippel@aldineisd.org or 281-985-6645

EC/PK CENTERS

Jose E. de Santiago EC/PK/K Center
1420 Aldine Meadows Road, 77032
Maria I. Galindo, Principal
281-985-7500

Norma Garcia Leza EC/PK
5311 East Mt. Houston Rd. 77093
Orfelinda H. Todd, Principal
281-985-6037

Jesse Hinojosa EC/PK Center
1620 Lauder Road, 77039
Denise Meister, Principal
281-985-4750

AW Jones EC/PK/K Center
8003 Forest Point Dr, 77338
Gladys A. Moton, Principal
281-446-1576

Jerry D. Keeble EC/PK Center
203 West Gulf Bank, 77037
Andrenetta Marshall, Principal
281-878-6860

Nadine Kujawa EC/PK Center
7111 Fallbrook Dr, 77066
Andrea Davis, Principal
281-878-1514

Versa Reece Academy (Grades PK-K)
2223 Esther Drive, 77088
Theresa N. Craft, Principal
281-878-0800

Edward A. Vines EC/PK Center
7220 Inwood Park Drive, 77088
Linda A. Reed, Principal
281-878-7950

ELEMENTARY SCHOOLS

A. B. Anderson Academy (Grades 1-3)
7401 Wheatley Street, 77088
Kimberly S. Stanley-Martin, Principal
281-878-0370

Lola Mae Carter Academy (Grades K-4)
3111 Fallbrook, 77038
Lee A. Wold, Principal
281-878-7760

Mary M. Bethune Academy (Grades 3-4)
2500 South Victory Drive, 77088
Eunetra E. Simpson, Principal
281-878-0380

R. C. Conley (Grades K-4)
3345 West Greens Road, 77066
LaDon Ward, Principal
281-537-5418

Kenneth D. Black (Grades K-4)
160 Millstream, 77060
Ash R. Kirk, Principal
281-878-0350

Cypresswood Elementary (Grades K-4)
6901 Cypresswood Point Avenue, 77338
Innetta I. Carter, Principal
281-227-3370

Doug Bussey (Grades K-4)
11555 Airline, 77037
Kathleen F. Sandoval, Principal
281-878-1501

Clifford M. Dunn (Grades K-4)
2003 W. W. Thorne Drive, 77073
Cheryl Davis, Principal
281-233-4320

O. V. Calvert (Grades K-4)
1925 Marvell Drive, 77032
Cheryl M. Lafleur, Principal
281-985-6360

Willie B. Ermel (Grades K-4)
7103 Woodsman Trail, 77040
Martha Escalante
713-466-5220

William R. Carmichael (Grades K-4)
6902 Silver Star Drive, 77086
Monica M. Stogsdill, Principal
281-878-0345

Thomas B. Francis (Grades K-4)
14815 Lee Road, 77032
Dana E. Stelly, Principal
281-985-6500

Inez Carroll Academy (Grades K-4)

423 West Gulf Bank, 77037
Jennifer Price, Principal
281-878-0340

Thomas B. Gray (Grades K-4)

700 West Road, 77038
Scott A. Dubberke , Principal
281-878-0660

Greenspoint Elementary

18028 Chisholm Trail Drive
Tami C. Schuler, Principal

Earl & Hazel Harris Academy (Grades K-4)

3130 Holder Forest Drive, 77088
Cicely H. Bailey, Principal
281-878-7900

Beulah E. Johnson (Grades K-4)

5801 Hamill Road, 77039
Pamela K. Riggans-Johnson, Principal
281-985-6510

AW Jones Elementary

7903 Forest Point Dr, 77338
Cheryl J. Fontenot, Principal
281-446-6168

Nadine Kujawa Elementary (Grades K-4)

7007 Fallbrook, 77086
Debera H. Thomas, Principal
281-878-1530

Curtis M. Magrill (Grades K-4)

21701 Rayford Road, Humble, 77338
Mark Malo, Principal
281-233-4300

Ernest F. Mendel (Grades K-4)

3735 Topping Street, 77093
Karen Wilkerson, Principal
713-694-8002

Weaver A. Odom (Grades K-4)

14701 Henry Road, 77060
Deliliah St. Julian, Principal
281-878-0390

Gus A. Oleson (Grades K-4)

12345 Vickery Street, 77039
Guadalupe Munoz, Principal
281-985-6530

Orange Grove (Grades K-4)

4514 Mount Houston Road, 77093
Kelly A. James, Principal
281-985-6540

Ralph Goodman (Grades K-4)

9325 Deer Trail Drive, 77088
Angeles Perez, Principal
281-878-0355

Grace Raymond Academy (Grades K-4)

1605 Connervale Road, 77039
Constance E. White, Principal
281-985-6550

Gloria B. Sammons (Grades K-4)

2301 Frick Road, 77038
Jose Almendarez, Principal
281-878-0955

J. Ruth Smith Academy (Grades K-4)

5815 West Little York Road, 77091
Raymond K. Stubblefield, Principal
713-613-7650

Richard & Kitty Spence (Grades K-4)

1300 Gears Road, 77067
Susana Lomeli Bazan, Principal
281-539-4050

Mary W. Stephens (Grades K-4)

2402 Aldine Mail Route, 77039
Shauna Showers, Principal
281-985-6560

Walter & Inez Stovall Academy (Grades K-4)

3025 Ellington, 77088
Everette J. Taylor, Principal
281-591-8500

Evelyn S. Thompson (Grades K-4)

220 Casa Grande Drive, 77060
Sandra M. Doria, Principal
281-878-0333

Bill Worsham (Grades K-4)

3007 Hartwick Road, 77093
Lidia Calderon , Principal
281-985-6520

INTERMEDIATE SCHOOLS

Voyde Caraway (Grades 5-6)

3031 Ellington, 77088
Todd A. Roede, Principal
281-878-0320

Otice Parker (Grades 5-6)

19850 East Hardy Road, 77073
Candace Hardin, Principal
281-233-8930

Lawrence A. Eckert (Grades 5-6)

1430 Aldine Meadows Road, 77032
Mark P. Herndon, Principal
281-985-6380

Rayford Intermediate (Grades 5-6)

21919 Rayford Rd. 77338
Margret Doran, Principal
281-233-8901

Vera Escamilla (Grades 5-6)

5241 E. Mount Houston Road, 77093
Susan Rehan, Principal
281-985-6390

Ruby Reed Academy (Grades 5-6)

1616 Lauder Road, 77039
Jeana Morrison-Adams , Principal
281-985-6670

Emmett and Sarah Hill Intermediate (Grades 5-6)

2625 West Mount Houston, 77038
Ivan J. Hepworth, Principal
281-878-7775

Lillian Hunt Stehlik (Grades 5-6)

400 West Road, 77038
Christi L. Van Wassenhove, Principal
281-878-0300

Jewel Simpson Houston Academy (Grades 5-6)

8103 Carver Road, 77088
Rhonda E. Shelby, Principal
281-878-7745

Bill J. Wilson (Grades 5-6)

3131 Fallbrook Drive, 77038
Dana C. Baker, Principal
281-878-0990

Leonard and Glenda Marcella (Grades 5-6)

16250 Cotillion, 77060
Demedia D. Edwards, Principal
281-878-0860

MIDDLE SCHOOLS

Aldine Middle (Grades 7-8)

14908 Aldine Westfield Road, 77032
Marcus R. Pruitt, Principal
281-985-6580

Vernon and Kathy Lewis (Grades 7-8)

21255 W. Hardy Rd.
Cassandra R. Bell, Principal
281-209-8257

Charles R. Drew Academy (Grades 6-8)

1910 West Little York, 77091
Earnest Washington, Principal
281-878-0360

Willman B. Plummer (Grades 7-8)

11429 Spears Road 77067
Andrea D. Cain, Principal
281-539-4000

T. S. Grantham Academy (Grades 7-8)

13300 Chrisman Road, 77039
Jessica M. Scott, Principal
281-985-6590

Ray L. Shotwell (Grades 7-8)

6515 Trail Valley Way, 77086
Denise Winchester, Principal
281-878-0960

Mattie B. Hambrick (Grades 7-8)
4600 Aldine Mail Route, 77039
Rebecca Hoyt, Principal
281-985-6570

Floyd Hoffman (Grades 7-8)
6101 West Little York, 77091
Rosalyn E. Sweat, Principal
713-613-7670

Thomas J. Stovall (Grades 7-8)
11201 Airline Drive, 77037
Elsa Wright, Principal
281-878-0670

Mattie A. Teague (Grades 7-8)
21700 Rayford Road, Humble, 77338
Sonya C. Hicks, Principal
281-233-4310

NINTH GRADE SCHOOLS

Aldine Ninth
10650 North Freeway, 77037
Jennifer L. Merryman, Principal
281-878-6800

Benjamin O. Davis Ninth
12211 Ella Blvd. 77067
James K. Metcalf, Principal
281-539-4038

Dwight D. Eisenhower Ninth
3550 West Gulfbank, 77088
Latonia M. Amerson, Principal
281-878-7700

Douglas MacArthur Ninth
12111 Gloger Road, 77039
D'Ann M. Delgado, Principal
281-985-7400

Chester W. Nimitz Ninth
2425 W. W. Thorne Drive, 77073
Tonya R. Landry, Principal
281-209-8200

HIGH SCHOOLS

Aldine High
11101 Airline Drive, 77037
Walter Stewart, Principal
281-448-5231

**G. W. Carver High for Applied Technology,
Engineering and the Arts**
2100 South Victory Street, 77088
Anthony L. Watkins., Principal
281-878-0310

Dwight D. Eisenhower
7922 Antoine Drive, 77088
Todd Lindeman, Principal
281-878-0900

Benjamin O. Davis
12525 Ella Blvd 77067
Thomas R. Colwell, Principal
281-539-4070

Douglas MacArthur
4400 Aldine Mail Route, 77039
Heather M. Kirk, Principal
281-985-6330

Chester W. Nimitz
2005 W. W. Thorne Drive, 77073
Crystal Watson, Principal
281-443-7480

Victory Early College High School
2330 S. Victory Street, 77088
Phyllis A. Cormier, Principal
281-618-5800

SPECIAL PROGRAM CAMPUSES

Wilmer T. Hall Center for Education

15014 Aldine Westfield, 77032

Pertricia Ross, Principal

281-878-6900

Ellen B. Lane/GAP Center

14900 Aldine Westfield Road, 77032

Dale Prioleau, Principal

281-985-6350

Aldine Educational Center

DAEP

1617 Lauder Rd. 77039

, Principal

281-985-6685

Table of Contents

Table of Contents	2
Preface	11
Section I: Parental Rights	13
Consent, Opt-Out, and Refusal Rights	13
Consent to Conduct a Psychological Evaluation	13
Consent to Display a Student’s Original Works and Personal Information	13
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14	13
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law	13
Prohibiting the Use of Corporal Punishment.....	14
Limiting Electronic Communications with Students by District Employees	14
Objecting to the Release of Directory Information	14
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)	15
Participation in Third-Party Surveys	16
Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation	16
“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information	16
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	17
Human Sexuality Instruction.....	17
Reciting a Portion of the Declaration of Independence in Grades 3–12	18
Reciting the Pledges to the U.S. and Texas Flags.....	18
Religious or Moral Beliefs	18
Tutoring or Test Preparation	18
Right of Access to Student Records, Curriculum Materials, and District Records/Policies.....	19
Instructional Materials.....	19
Notices of Certain Student Misconduct to Noncustodial Parent	19
Participation in Federally Required, State-Mandated, and District Assessments.....	19

Student Records.....	19
Accessing Student Records	19
Authorized Inspection and Use of Student Records.....	20
Teacher and Staff Professional Qualifications	23
Students with Exceptionalities or Special Circumstances	23
Children of Military Families.....	23
Parental Role in Certain Classroom and School Assignments	24
Multiple Birth Siblings.....	24
Safety Transfers/Assignments	24
Service/Assistance Animal Use by Students.....	24
Students in the Conservatorship of the State (Foster Care).....	25
Students Who Are Homeless	26
Students Who Have Learning Difficulties or Who Need Special Education Services	26
Students Who Receive Special Education Services with Other School-Aged Children in the Home.....	28
Students Who Speak a Primary Language Other than English	28
Students with Physical or Mental Impairments Protected Under Section 504.....	28
Section II: Other Important Information for Students and Parents	29
Absences/Attendance.....	29
Compulsory Attendance	29
Age 19 and Older	29
Between Ages 6 and 19.....	29
Prekindergarten and Kindergarten	30
Exemptions to Compulsory Attendance	30
All Grade Levels.....	30
Secondary Grade Levels.....	30
Failure to Comply with Compulsory Attendance.....	31
All Grade Levels.....	31
Students with Disabilities.....	31
Age 19 and Older	31
Between Ages 6 and 19.....	31

Attendance for Credit or Final Grade (Kindergarten–Grade 12)	32
Official Attendance-Taking Time (All Grade Levels)	33
Documentation after an Absence (All Grade Levels).....	33
Doctor’s Note after an Absence for Illness (All Grade Levels).....	34
Driver License Attendance Verification (Secondary Grade Levels Only)	34
Accountability under State and Federal Law (All Grade Levels).....	34
Awards and Honors (All Grade Levels)	35
Bullying (All Grade Levels).....	Error! Bookmark not defined.
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)	38
Celebrations (All Grade Levels).....	38
Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels).....	38
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	39
Class Schedules (Secondary Grade Levels Only).....	41
College and University Admissions (Secondary Grade Levels Only).....	41
College Credit Courses (Secondary Grade Levels Only).....	42
Communications—Automated	43
Emergency.....	43
Nonemergency.....	43
Complaints and Concerns (All Grade Levels)	43
Conduct (All Grade Levels).....	44
Applicability of School Rules	44
Campus Behavior Coordinator.....	44
Disruptions of School Operations	44
Social Events	45
Counseling.....	45
Academic Counseling	45
Elementary and Middle/Junior High School Grade Levels	45
High School Grade Levels.....	45
Personal Counseling (All Grade Levels).....	45
Course Credit (Secondary Grade Levels Only)	46
Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels).....	46

Proficiency Exam—If a Student Has Taken the Course/Subject (All Grade Levels).....	46
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject.....	46
Kindergarten Acceleration	47
Students in Grades 1–5	47
Students in Grades 6–12	47
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	47
Dating Violence	48
Discrimination	48
Harassment	48
Sexual Harassment and Gender-Based Harassment	49
Retaliation	49
Reporting Procedures	49
Investigation of Report	50
Discrimination	50
Distance Learning.....	50
All Grade Levels.....	50
Texas Virtual School Network (TxVSN) (Secondary Grade Levels)	51
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	51
School Materials	51
Nonschool Materials.....	52
From Students.....	52
From Others	52
Dress and Grooming (All Grade Levels)	53
Electronic Devices and Technology Resources (All Grade Levels).....	56
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	56
Possession and Use of Other Personal Electronic Devices	56
Instructional Use of Personal Telecommunications and Other Electronic Devices	57
Acceptable Use of District Technology Resources.....	57
Unacceptable and Inappropriate Use of Technology Resources.....	57

End-of-Course (EOC) Assessments.....	58
English Language Learners (All Grade Levels).....	58
Extracurricular Activities, Clubs, and Organizations (All Grade Levels).....	58
Standards of Behavior.....	59
Offices and Elections.....	60
Fees (All Grade Levels).....	60
Fundraising (All Grade Levels).....	61
Gang-Free Zones (All Grade Levels).....	61
Gender-Based Harassment.....	61
Grade-Level Classification (Grades 9–12 Only).....	61
Grading Guidelines (All Grade Levels).....	62
Graduation (Secondary Grade Levels Only).....	62
Requirements for a Diploma Beginning with the 2014–15 School Year.....	62
Testing Requirements for Graduation.....	62
Foundation Graduation Program.....	63
Credits Required.....	64
Available Endorsements.....	65
Personal Graduation Plans.....	65
Available Course Options for All Graduation Programs.....	65
Certificates of Coursework Completion.....	66
Students with Disabilities.....	66
Graduation Activities.....	66
Graduation Speakers.....	67
Graduation Expenses.....	67
Scholarships and Grants.....	67
Harassment.....	68
Hazing (All Grade Levels).....	68
Health-Related Matters.....	68
Student Illness (All Grade Levels).....	68
Bacterial Meningitis (All Grade Levels).....	68
What is meningitis?.....	69

What are the symptoms?	69
How serious is bacterial meningitis?	69
How is bacterial meningitis spread?	69
How can bacterial meningitis be prevented?	69
What should you do if you think you or a friend might have bacterial meningitis?	70
Where can you get more information?	70
Food Allergies (All Grade Levels)	70
Head Lice (All Grade Levels).....	70
Physical Activity Requirements.....	71
Elementary School	71
Junior High/Middle School.....	71
School Health Advisory Council (SHAC) (All Grade Levels)	71
Student Wellness Policy/Wellness Plan (All Grade Levels).....	72
Other Health-Related Matters.....	72
Physical Fitness Assessment (Grades 3–12)	72
Vending Machines (All Grade Levels)	72
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)	72
Asbestos Management Plan (All Grade Levels)	72
Pest Management Plan (All Grade Levels).....	73
Homeless Students (All Grade Levels)	73
Homework (All Grade Levels)	73
Illness	74
Immunization (All Grade Levels).....	74
Law Enforcement Agencies (All Grade Levels).....	75
Questioning of Students	75
Students Taken Into Custody	75
Notification of Law Violations.....	76
Leaving Campus (All Grade Levels)	76
During Lunch	78
At Any Other Time During the School Day.....	78

Lost and Found (All Grade Levels)	78
Makeup Work	79
Makeup Work Because of Absence (All Grade Levels)	79
DAEP Makeup Work.....	79
Elementary and Middle/Junior High School Grade Levels	79
Grades 9–12	79
In-School Suspension (ISS) Makeup Work (All Grade Levels).....	80
Medicine at School (All Grade Levels)	80
Psychotropic Drugs	81
Nondiscrimination Statement (All Grade Levels)	81
Nontraditional Academic Programs (All Grade Levels)	82
Parent and Family Engagement (All Grade Levels).....	82
Working Together	82
Physical Examinations/Health Screenings	83
Athletics’ Participation (Secondary Grade Levels Only)	83
Other Examinations and Screenings (All Grade Levels).....	83
Pledges of Allegiance and a Minute of Silence (All Grade Levels).....	84
Prayer (All Grade Levels).....	84
Promotion and Retention	84
Elementary and Middle/Junior High Grade Levels	84
High School Grade Levels.....	88
Release of Students from School	88
Report Cards/Progress Reports and Conferences (All Grade Levels).....	88
Retaliation.....	89
Safety (All Grade Levels)	89
Accident Insurance.....	89
Insurance for Career and Technical Education (CTE) Programs.....	89
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	89
Emergency Medical Treatment and Information	89
Emergency School-Closing Information.....	90
SAT, ACT, and Other Standardized Tests	90

Schedule Changes (Middle/Junior High and High School Grade Levels)	90
School Facilities	90
Use by Students Before and After School (All Grade Levels)	90
Conduct Before and After School (All Grade Levels)	91
Use of Hallways During Class Time (All Grade Levels)	91
Cafeteria Services (All Grade Levels)	91
School Meal Service.....	91
Meal Service Accountability.....	91
Student Lunch Charge Policy.....	92
Library (All Grade Levels)	93
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)	93
Searches	93
Students’ Desks and Lockers (All Grade Levels)	93
Telecommunications and Other Electronic Devices (All Grade Levels).....	94
Vehicles on Campus (Secondary Grade Levels Only).....	94
Trained Dogs (All Grade Levels)	94
Metal Detectors (All Grade Levels)	94
Drug Testing (Secondary Grade Levels Only).....	95
Sexual Harassment.....	95
Special Programs (All Grade Levels).....	95
Standardized Testing.....	95
Secondary Grade Levels	95
SAT/ACT (Scholastic Aptitude Test and American College Test)	95
TSI (Texas Success Initiative) Assessment.....	96
STAAR (State of Texas Assessments of Academic Readiness)	96
Grades 3–8	96
High School Courses—End-of-Course (EOC) Assessments	97
Steroids (Secondary Grade Levels Only).....	97
Students in Foster Care (All Grade Levels).....	97
Student Speakers (All Grade Levels)	98
Substance Abuse Prevention and Intervention (All Grade Levels).....	98

Suicide Awareness (All Grade Levels)	98
Summer School (All Grade Levels)	98
Tardies (All Grade Levels).....	98
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	99
Transfers (All Grade Levels)	99
Transportation (All Grade Levels)	100
School-Sponsored Trips	100
Buses and Other School Vehicles.....	101
Vandalism (All Grade Levels)	102
Video Cameras (All Grade Levels)	102
Visitors to the School (All Grade Levels).....	102
Unauthorized Persons.....	103
General Visitors.....	102
Visitors Participating in Special Programs for Students	103
Volunteers (All Grade Levels).....	103
Voter Registration (Secondary Grade Levels Only)	103
Withdrawing from School (All Grade Levels).....	104
Appendix I: Freedom from Bullying Policy	105
Student Welfare: Freedom from Bullying.....	Error! Bookmark not defined.
Appendix: II: Aldine ISD UIL Grade Check.....	109
Appendix III: 2017-18 Immunization Requirements.....	113
Appendix IV: Aldine ISD Grading Policies.....	116
Glossary.....	131

Preface

To Students and Parents:

Welcome to the 2017–18 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Aldine ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

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

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

Both students and parents should become familiar with the Aldine Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at aldineisd.org under the Parent/Student tab, and is available in hard copy upon request.

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

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

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does

not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

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

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

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

[See **Objecting to the Release of Directory Information** on page 14 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 16 for more information.]

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office and an unofficial electronic copy is available at aldineisd.org under the About tab.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact krknippel@aldineisd.org or 281-985-6645.

Section I: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

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

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

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

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity;
- When it relates to media coverage of the school; or

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

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

[See **Video Cameras** on page 102 for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual’s professional responsibilities. For example, a teacher may set up a district approved social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed

social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: all District publications and announcements—directory information shall include student name, telephone listing, electronic mail address, photograph, date of birth, major field of study, degrees, honors, awards, dates of attendance, grade level, most recent school previously attended, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, and student identifiers that cannot be used alone to gain access to electronic education records. If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name, major field of study, degrees, honors, awards, grade level, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at **Authorized Inspection and Use of Student Records** on page 20.

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

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

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

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. **Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing,

vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

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

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

APPROVED FILMS AND FILMSTRIPS For Health Education 4th Grade Always Changing Always Growing Boys and Girl (separately) Administrative Procedures Handbook 2015-2016 24-12 Health 5th Grade Always Changing Always Growing Boys and Girls (separately) What is AIDS? Boys and Girls 6th Grade Triangle of Health Boys & Girls There's A New You Coming for Boys Boys only There's A New You Coming for Girls Girls only Am I Normal Boys only Dear Diary Girls only 8th Grade Boy to Man Boys only Available through Region IV Girl to Woman Girls only.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or

other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 84 and policy EC(LEGAL).]

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC, and contact your student’s teacher with questions about any tutoring programs provided by the school.]

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

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child’s teacher.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.

Student Records

Accessing Student Records

You may review your child’s student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,

- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 14, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 14 for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent’s office is 2520 WW Thorne Blvd. Houston, TX. 77073

The address(es) of the principals’ offices are located in the front of this handbook.

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the

hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 88, and **Complaints and Concerns** on page 43 for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or at aldineisd.org under the About tab.

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

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Students with Exceptionalities or Special Circumstances

Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the assistant superintendent for administration for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying Error! Bookmark not defined.**, policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal

on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

Students in the Conservatorship of the State (Foster Care)

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

[See also **Credit by Examination for Advancement/Acceleration Error! Bookmark not defined.**, **Course Credit Error! Bookmark not defined.**, and **Students in Foster Care Error! Bookmark not defined.** for more information.]

Students Who Are Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

[See also **Credit by Examination for Advancement/Acceleration** on page 46, **Course Credit** on page 46, and **Homeless Students** on page 73 for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

If a student is experiencing learning difficulties, his or her parent may contact the person listed below to learn about the district’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on

Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district's director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

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

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

Upon completion, the school must give you a copy of the evaluation report at no cost.

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

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- [Texas Project FIRST](#)
- [Partners Resource Network](#)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Ms. Katherine Seals at 281-985-6600.

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

Students Who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Students with Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Mr. Efrain Uribe at 281-985-6425. [See policy FB.]

Section II: Other Important Information for Students and Parents

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the campus principal or Ken Knippel at 281-985-6645.

Absences/Attendance

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

Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

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

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

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

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

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

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See on page 23 for that section.]

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for:

- A student serving as an early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- A student serving as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

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

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is Mr. Ken Knippel at 281-985-6645. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

[See policy FEA(LEGAL).]

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

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

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

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

- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day at the second instructional hour as required by state rule.

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

Documentation after an Absence (All Grade Levels)

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

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. **Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

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

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

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Accountability under State and Federal Law (All Grade Levels)

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

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

This information about all of these can be found on the district's website at aldineisd.org under the About tab. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test

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

You will receive notice when this test is offered.

Please contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Elementary AND Intermediate School Level School

Awards are given to the following students:

Students receiving all A's to all A's and two (2) B's will be placed on the Honor Roll.

Students receiving all A's and three (3) B's or up to all B's will be placed on the Merit Roll.

Those who have missed no more than five (5) days of school (good attendance) (grades 1-5, cumulative yearly); and, those who have missed no days for the school year (perfect attendance).

Additional awards may be given to other outstanding students at the discretion of the principal. Examples: student council, library helpers, and flag students.

Middle School

Awards are given to the following students:

Those who have missed no days for the school year (perfect attendance).

Honor Roll/Merit Roll Each nine weeks.

Students in Aldine are recognized for their academic excellence by their selection to the Honor Roll or Merit Roll. The district uses the following guidelines in each school throughout the district:

Students receiving all A's to all A's and up to 2 B's will be placed on the Honor Roll. Student receiving all A's and 3 or more B's will be placed on the Merit Roll.

National Junior Honor Society

Additional awards may be given to other outstanding students at the discretion of the principal.

High School

Awards are given to the following students:

Those who have missed no days for the school year (perfect attendance).

Honor Roll/Merit Roll Each nine weeks.

Students in Aldine are recognized for their academic excellence by their selection to the Honor Roll or Merit Roll. The district uses the following guidelines in each school throughout the district:

Students receiving all A's to all A's and up to 2 B's will be placed on the Honor Roll. Student receiving all A's and 3 or more B's will be placed on the Merit Roll.

National Honor Society

Additional awards may be given to other outstanding students at the discretion of the principal.

Bullying (All Grade Levels)

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by contacting 281-442-4923.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments Error! Bookmark not defined..**]

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

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

[See **Safety Transfers/Assignments Error! Bookmark not defined.**, **Dating Violence, Discrimination, Harassment, and Retaliation Error! Bookmark not defined.**, **Hazing Error! Bookmark not defined.**, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in all Programs of Study which includes various endorsements and certifications. Admission to these programs is based on the student's identified career pathway.

These programs will be offered without regard to race, color, national origin, sex, or disability. Aldine ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 63 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

A parent or grandparent is prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 70.]

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

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

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 1](#)
- [Texas Attorney General, What We Can Do About Child Abuse Part 2](#)

Reports of abuse or neglect may be made to:

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

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

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

- The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below. The calculation shall include failing grades.
- The calculation of class rank shall exclude grades earned through credit by examination, with or without prior instruction.

- Eligible Advanced Placement (AP) courses, International Baccalaureate (IB) courses, gifted and talented (GT) courses, and dual credit courses shall be categorized and weighted as AP/IB/GT courses. Eligible Pre-AP and Pre-IB courses shall be categorized and weighted as Honors courses.
- Except for Base courses, all other eligible courses shall be categorized and weighted as Standard courses. Any course for which the content of the Texas Essential Knowledge and Skills (TEKS) has been modified by a student’s admission, review, and dismissal (ARD) committee, as reflected in the student’s individualized education program (IEP), shall be categorized and weighted as a Base course.

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	AP/IB/GT	Honors	Standard	Base
97–100	8.6	7.6	6.6	4.6
94–96	8.3	7.3	6.3	4.3
90–93	8.0	7.0	6.0	4.0
97–89	7.6	6.6	5.6	3.6
84–86	7.3	6.3	5.3	3.3
80–83	7.0	6.0	5.0	3.0
77–79	6.3	5.3	4.3	2.3
75–76	6.0	5.0	4.0	2.0
73–74	5.3	4.3	3.3	1.3
70–72	5.0	4.0	3.0	1.0
Below 70	0	0	0	0

- When a student transfers semester grades for courses that would be eligible in the Standard or Base categories, and the District has accepted the credit, the District shall include the grades in the calculation of class rank. When a student transfers semester grades for courses that would be eligible to receive additional weight under the District’s weighted grade system in the AP/IB/GT or Honors categories, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District. For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year.
- For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District’s eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law.

- The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must have been continuously enrolled in the same District high school for the three semesters immediately preceding graduation. In the event of ties, the District shall continue the calculation until any ties for highest or second highest rank have been broken.
- The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

Beginning with students who entered grade 9 in the 2014–15 school year, a new graduation program is in effect. Therefore, class rank procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes. [For further information, see policy EIC.]

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day’s schedule.

[See **Schedule Changes** on page 90 for information related to student requests to revise their course schedule.]

College and University Admissions (Secondary Grade Levels Only)

A district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2018 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See **Class Rank/Highest-Ranking Student** on page 39 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 62 for information associated with the foundation graduation program].

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Lone Star College which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated

Emergency

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

[See **Safety** on page 89 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 89 for information regarding contact with parents during an emergency situation.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office aldineisd.org under About then click Polices.

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

Conduct (All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus can be found on the district website at aldineisd.org at the Parents /Students tab.

Disruptions of School Operations

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

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

- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

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

Counseling

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A

student who wishes to meet with the school counselor should contact the campus and request a meeting. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** on page 98 and **Suicide Awareness and Mental Health Support** on page 98.]

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, will earn credit for a course only if the final grade at each semester is 70 or above. Grades for students in lower grades who are enrolled in a high school credit-bearing course will be averaged to determine a yearly grade for each course, except for high school credit-bearing courses offered for a semester.

Should the student’s average be less than 70 or if credit is denied for excessive absences or for other reasons, the student will be required to retake the semester in which he or she failed.

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

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

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

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

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The

dates on which exams are scheduled during the 2017–18 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

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

Kindergarten Acceleration

Students in Grades 1–5

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

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district’s policy is

available in the principal's office and in the superintendent's office at aldineisd.org. at the About, click Departments, click Safe and Secure Schools. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined

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

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

Investigation of Report

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and

alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are available by contacting Kiesha Taylor Director of Online Learning at 281.878.1589 .

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

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 58.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Dr. Charlotte Davis, Director of Guidance and Counseling at 281-985-6403.

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

School Materials

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

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

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 25 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

From Others

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

The Superintendent will designate the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

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

- All High School students must wear a collared shirt, Polo or oxford (dress shirt) style.
- Button-ups must be buttoned. Jackets and sweaters are not considered shirts.
- Shirts can be any color, solid, plaid or stripe.
- Shirts without collars may be worn as long as they meet school spirit attire guidelines (ie. the shirt contains school logo and has school colors).
- Shirts/blouses are to be buttoned except for the top two buttons. Zippered clothing must be closed to the same degree as buttoned shirts.
- Apparel must be neat, clean, modest and worn appropriately. Clothing that is obviously inappropriate for school activities must not be worn and the decision of the principal will determine the appropriateness of dress appearance.
- Appropriate undergarments must be worn at all times. Exposure of undergarments for both male and female students is unacceptable. Clothing worn under standardized dress attire must match the standardized colors of the school (Secondary Levels).
- Clothing, makeup, jewelry, patches, tattoos, or designs on clothing must not reflect or suggest in any manner drugs, alcohol, tobacco, sex, vulgar language, gang affiliation, violence, death or satanic ideology.
- All tops must be long enough to cover the midriff completely under normal circumstances.
- Patches worn in inappropriate places are prohibited.
- Sleepwear and/or lingerie are not permissible as outer garments.
- Muscle shirts and net shirts are not acceptable
- Shorts, approaching the knee, are permitted. (Ex: - Bermuda or walking shorts). Lycra spandex shorts of any length are not permitted. (Ex: - biker shorts.) Tight shorts of any material are prohibited. Boxer shorts are not permitted.
- Shoes must be worn at all times. Flip flops, slides, stiletto heels, house slippers and shoes with cleats and/or skate-shoes are prohibited. Safe walking should be the guide for slippery-surfaced shoes and high heels. "Heelies" are not permissible.
- No headwear (caps, hats, bandanas, hoods, scarfs, etc.) may be worn at any time.
- Any noise-making articles that are distracting must not be worn or brought to school.

- Pants and shorts must be worn securely, at the proper height, around the waist. Exposure of undergarments is unacceptable. No oversized apparel is permitted. Pegged pant legs are prohibited.
- Cut, torn or ripped clothing is prohibited.
- Frayed clothing cannot reveal skin or undergarments.
- Hair must be neat, clean, combed and out of the eyes. A hair style must not be distracting or interfere with the learning environment. Extreme hair styles which include hair that is dyed an unnatural color (ie. Green, purple, orange, etc) will not be permitted.
- Wigs are not acceptable as a cover-up for hair not meeting the dress code.
- Mohawks/spikes that are extreme or distracting are not permissible.
- Symbols or designs shaved into the hair must not reflect or suggest in any manner drugs, alcohol, tobacco, sex, vulgar language, gang affiliation, violence, or death are not permissible.
- Hair curlers and/or rollers are not to be worn at school.
- The only visible body piercing allowed is earrings for girls. Nose studs are prohibited.
- It is not permissible to cover earrings or body piercings with band-aides etc.
- Grills are not permissible.
- Clear or mesh backpacks only
- Blankets are not permissible.
- Student ID badges are required at the high school and middle school level grades 7-12. A \$1.00 fee will be assessed for a temporary ID.
- Students are encouraged to bring only the amount of money needed for lunch or other expenses to be used on a given day. Students are discouraged from bringing expensive watches, bracelets, or other items that may be stolen or lost.

Proper attire for girls

- Girls may wear dresses or blouse without collar but cannot be spaghetti strap, tank top or sheer tops.
- The length of skirts, split skirts, and dresses must approach the knee, and allow one to walk, stoop, kneel and sit with modesty.
- Tops must have shoulder straps.
- Tube tops are not allowed.
- Sheer clothing must be worn with an opaque camisole or slip. Low-cut clothing is not permitted. No cleavage should be visible
- Leggings/tights may not substitute for pants. Leggings may not be worn with skirts/shorts that do not adhere to the dress code.

Proper attire for boys

- Beads of any kind may not be worn in the hair.
- Wigs are not permissible.
- Facial hair must be clean-shaven at all times. Beards, goatees or mustaches will not be permitted. Sideburns must be neatly trimmed to extend no lower than the tip of the earlobe.
- Earrings and studs may not be worn and must not be brought to school.
- Oversized shirts must be tucked into pants with no “blousing.” Shirts with tails must be tucked in at all times.

Standardized Dress (PK – 8th Grade)

Beginning in 2017-18 all elementary, intermediate and middle school campuses will have a district standardized dress code.

Students will be expected to wear a polo style solid color shirt with collar. Must be the appropriate size for student in any of the colors listed below:

- Black
- Burgundy/Maroon
- Dark Green (Forest or Hunter)
- Gold
- Gray
- Light Blue
- Navy
- Purple
- Red
- White
- Yellow

Students will be expected to wear solid color cotton twill pants, shorts, capris, skirts or shorts. Must be appropriate size for the student in any of the colors listed below:

- Black
- Khaki
- Navy

Jeans and spirit shirts allowed on designated days by the building principal.

All EC/PK/K are standardized dress campuses. Please consult each campus for the designated color shirt.

Contact your school principal if you want more information regarding standardized dress.

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of

clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

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

Please refer to the Cell Phone Guidelines at the back of this handbook for the graduated consequences for violation of the policy.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 72 and policy FNF.]

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

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 93 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 62 and **Standardized Testing** on page 95.]

English Language Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 95, may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

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

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the

transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 100.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 10 absences for post-district competition prior to state, and a maximum of 10 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the

consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

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

Choir, Band, Theater Arts, Dance, Drill, FFA, various CTE organizations, Student Council.

Fees (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Athletic fees for middle school and high school
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Senior fees for graduating seniors participating in senior events.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 101.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6-11.5	Grade 10 (Sophomore)
12-17.5	Grade 11 (Junior)
18+	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

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

[See **Report Cards/Progress Reports and Conferences** on page 88 for additional information on grading guidelines.] [See **Grading Policies on Appendix III** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a

student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 95 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 65.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
World History	1	1
Health	.5	.5
Communications Applications	.5	.5
Electives	3	5
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 the endorsement he or she wishes to pursue:

- Science, Technology, Engineering, and Mathematics;
- Business and Industry;
- Public Services;
- Arts and Humanities; or
- Multidisciplinary Studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include:

- Senior breakfast
- Senior Day
- Cap and Gown Day
- Senior Picnic
- Senior Signing Day

- Each campus principal may schedule additional activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian and Salutatorian
- Honor and regular graduates
- Scholarship recipients

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, will not be eligible to participate in the graduation ceremony.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 98.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 60.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Hazing (All Grade Levels)

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

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

[See **Bullying Error! Bookmark not defined.** and policies FFI and FNCC.]

Health-Related Matters

Student Illness (All Grade Levels)

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

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

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

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

Bacterial Meningitis (All Grade Levels)

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

What is meningitis?

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

What are the symptoms?

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

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

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

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild

side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get more information?

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

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

[See **Immunization** on page 74 for more information.]

Food Allergies (All Grade Levels)

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

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

[See policy FFAF and **Celebrations** on page 38.]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children

share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

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

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available by contacting Ms. Dani Sheffield at 281-985- 6449.

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

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 17 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Aldine ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Dani Sheffield, Executive Director of Child Nutrition at ddsheffield@aldineisd.org and/or Sandra Mader, Director of Athletic Services at ssmader@aldineisd.org with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to Sandra Mader at 281-985-6100 to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines (All Grade Levels)

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

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

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Mr. Milo Ortiz, the district's designated asbestos coordinator, at 281-985-6280.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Mr. Milo Ortiz, the district's IPM coordinator, at 281-985-6280.

Homeless Students (All Grade Levels)

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

For more information on services for homeless students, contact the district's homeless education liaison, Mr. Efrain Uribe at 281-985-6425.

[See **Students Who Are Homeless** on page 26.]

Homework (All Grade Levels)

HOMEWORK (All Grade Levels)

Elementary

Homework should be purposeful and adjusted to the needs of the individual student. It is expected that most homework be done out of class. Homework assignments should be thoroughly discussed and explained in class. The teacher will follow up on homework assignments. Class work should not be considered homework.

Intermediate

Each student must be expected to spend some time in addition to scheduled class instruction to achieve satisfactory work. Some assignments are long-range in nature and require planned study time for completion. The term "homework" also includes home study assignments in which no written work is required. Students should plan to spend at least an hour each night in preparing for the next day's classes and/or reviewing.

- Class work should not be considered homework.
- Total homework assignments should not exceed 45 minutes. Special projects may require more time.

- The teacher will follow-up on homework assignments.

Middle School and High School

Students are expected to complete homework. Students who come to class without homework will complete the assignment according to the school's system for completing work.

Opportunities to complete homework include but are not limited to the following options:

- complete the work in after school tutoring/study session
- complete the work at home to turn in the next day for minus 10 points.

Administrative interventions will be employed for students who do not demonstrate reasonable effort in the completion of daily or major assignments. Interventions may occur during lunch study session or before/after school study sessions.

Illness

[See **Student Illness** under **Health-Related Matters** on page 68.]

Immunization (All Grade Levels)

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

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

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior

to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

Leaving Campus (All Grade Levels)

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

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

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

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

During Lunch

All Aldine ISD are designated closed campuses. Students must remain on campus during the school day including lunch.

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

At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

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

for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 32.]

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

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

DAEP Makeup Work

Elementary, Intermediate and Middle School Grade Levels

All students who have been removed to a disciplinary education program (DAEP) during the school year will be responsible for class work assigned to them. Students will receive instruction in the district curriculum and grades earned at the DAEP will be communicated with the home campus.

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer

school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

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

A student removed from the regular classroom to a short term assignment in-school suspension (1-3 days), will be assigned classwork for completion during the assigned time.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, for a long term assignment (more than 5 days) will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Medicine at School (All Grade Levels)

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

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

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

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

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

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

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

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

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

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

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

Psychotropic Drugs

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

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Aldine ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or

any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Dr. Archie Blanson, Deputy Superintendent, 2520 WW Thorne Dr., Houston, TX 77073, (281 449-1011).
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Dr. Charlotte Davis, Director of Guidance and Counseling, 9999 Veterans Memorial Dr. Houston, TX. 77038 (281-985-6452).
- All other concerns regarding discrimination: See the superintendent, Dr. Wanda Bamberg 2520 WW Thorne Blvd. Houston, TX. 77073 (281-449-1011).

[See policies FB, FFH, and GKD.]

Nontraditional Academic Programs (All Grade Levels)

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 45.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or

principal, please call the school office for an appointment. The campus phone numbers are listed in the school directory in the front of this handbook. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 88.]

- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 103.]
- Participating in campus parent organizations. Parent organizations include: PTO, PTA, booster clubs.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact Mr. Abel Garza at 281-985-6085.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 71.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations/Health Screenings

Athletics' Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

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

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[See policy FFAA.]

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 18.]

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

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Elementary, Intermediate and Middle Grade Levels

Elementary

In grades 1-4, promotion is based on an overall average of 70 or above in reading and mathematics to be eligible for promotion.

A student who fails both reading and math will not be eligible for promotion. Students who have failed reading or mathematics and/or a STAAR exam(s) must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.

Students who fail reading or mathematics and/or a STAAR exam(s), and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous decision made by the Grade Placement Committee (GPC). The GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board.

Intermediate

In grades 5-6, promotion is based on an average of 70 or better in each of the following core content courses: English, reading, math, science, and social studies.

Students who fail more than two (2) core-content courses during a school year will not be eligible for promotion.

Students who have failed a core-content course(s) and/or a STAAR exam must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.

Students who have failed a core-content course(s) and/or a STAAR exam, and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous decision made by the Grade Placement Committee (GPC).

Students who have failed a portion of the STAAR test may lose elective courses, the following school year, in order to make room in the schedule for the remedial program.

The GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board.

Middle School

In grades 7-8 students must achieve an overall average of 70 or better for all courses taken in order to be promoted from one grade to another, including math, language arts, science and social studies.

Students may attend extended year in order to make up a failed course. It may be possible to avoid placement or retention through extended year credit. A student may attend no more than two courses in extended year. Students who have failed a portion of the STAAR test will lose elective courses in order to make room in the schedule for the remedial program.

Students who fail an academic course and/or a STAAR test and do not attend extended year or do not pass the course in extended year are eligible for retention.

In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee. A student who attends at least 90 percent of the program days of a program under this section and who satisfies the requirements for promotion prescribed by Section 28.201 shall be promoted to the next grade level at the beginning of the school year unless a parent of the student presents a written request to the school principal that the student not be promoted to the next grade level. TEC Sec. 28.201 Student Achievement (a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. (b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement of proficiency in the area must be considered. (Optional Extended Year Program).

Eighth grade students must pass the reading and mathematics STAAR tests as prescribed by state law in addition to meeting regular promotional standards in order to be eligible for promotion to the ninth grade. An eighth grade student who does not demonstrate proficiency in reading and mathematics by meeting all STAAR standards may only advance to ninth grade by a unanimous decision made by the Grade Placement Committee and by successfully completing accelerated instruction as prescribed by state law. The Grade Placement Committee (GPC) may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board.

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

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

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

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

[See **Standardized Testing** on page 95.]

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

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

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

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

[For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 65.]

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 61.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 62 and **Standardized Testing** on page 95 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 76.]

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

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

At the end of every 3 week grading period, parents will receive a progress report if their child's performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 82 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 62.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Safety (All Grade Levels)

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

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

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to

medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

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

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- notification on our website at aldineisd.org.
- local television and radio stations
- automated phone call system

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 95.]

Schedule Changes (Middle and High School Grade Levels)

Please contact your campus principal and/or counselor if you desire to discuss a schedule change.

School Facilities

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

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

The following areas are open to students before school, beginning 30 minutes prior to the published start time of school.

- cafeteria
- classroom(s) as assigned

- campus commons area

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

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

The primary goal of the Aldine Child Nutrition Services department is to provide nutritious meals to all Aldine students. The department provides breakfast and lunch in all schools, for all students and offers the After School Care Program, Evening Meal Program, Fresh Fruit and Vegetable Program and Summer Meal Program in selected sites.

School Meal Service

Aldine ISD provides free breakfast for all students in all schools.

Meal Service Accountability System

All Aldine ISD students are provided a Child Nutrition account using their district ID number. The assigned ID number does not change when a student is promoted to another grade level or moves to another Aldine School. The account allows a la carte purchases (snacks and beverages) to be tracked for student accountability purposes. Parents are encouraged to deposit money on their child's account for meals and a la carte purchases. Deposits are taken daily at each cafeteria. Online payments may also be made using **My Payments Plus**. Contact the school cafeteria manager or Child Nutrition department for further information regarding deposit/account procedures.

3. Students with medical disabilities that lead to diet restrictions will be provided with food substitutions when the need is documented by a statement signed by a licensed physician which includes all required information.

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See [NLA **appsCloud.com**](https://www.nlaappscloud.com) to apply for free or reduced price meal services.

Student Lunch Charge Policy

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent.

The following charge policy is in effect for all schools.

Students will be allowed to charge meals until a meal application is approved or meal charges are paid. Any offered/reimbursable menu choice will be available for all students.

Methods to inform students and parents of debt owed and need for money include:

- Child Nutrition cashier informing student.
- District computerized communication system informing parent by phone or email.
- Online meal account system available for parent to view and pay meal debt.

Charge Policy will be provided in writing to all households at the start of the school year and to the households of any transfer student at the time of transfer.

The following district staff will be provided with a copy of the Charge Policy as well.

- District administration
- School nurses

- School Social Workers
- Homeless Liaison

Home Prepared Foods

Home prepared foods are not allowed at school. State and local public health regulations forbid use of home prepared food for any special occasion at school involving students. Any items served to students must be prepared in a Health Department.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is available for independent student use during the school day and with a teacher permit. The hours and days the library is available is determined by the school schedule.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students' Desks and Lockers (All Grade Levels)

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 56 for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs (All Grade Levels)

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors (All Grade Levels)

In order to maintain a safe and secure environment for students and staff, administrators are authorized to conduct daily metal detector searches at our campuses and facilities. A combination of stationary and hand held devices shall be utilized.

Each campus/facility will follow a standard procedure conducted by assigned, trained staff under the supervision of campus administration.

Students will be provided notice of the Policy and Administrative Procedures concerning search and seizure by having them placed in the student handbook or distributed by supplemental

publication. A copy of the Policy and Administrative Procedures will also be posted in the principal's office or another prominent place in each secondary school.

[For further information, see policy FNF(LOCAL).]

Drug Testing (Secondary Grade Levels Only)

Campus administrators, with the objective of maintaining a safe school environment conducive to education, may request authorization for drug testing, with parent permission, in cases in which students are suspected of being under the influence of an illegal drug or alcohol.

[For further information, see policy FNF(LOCAL). Also see **Steroids** on page 97.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 47.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Mr. Carlos Barron at 281-985-7372.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP). **[See Promotion and Retention on page 78 for additional information.]**

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

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

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

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

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

[See **Graduation** on page 62 for additional information.]

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students in Foster Care (All Grade Levels)

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

Please contact Ms. Angela Singletary, who has been designated as the district's foster care liaison, at 281-985-6411 with any questions.

[See **Students in the Conservatorship of the State** on page 25 for more information.]

Student Speakers (All Grade Levels)

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 62 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention (All Grade Levels)

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

Suicide Awareness (All Grade Levels)

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

Summer School (All Grade Levels)

Students in grades 1 - 4 and 6 - 7 who do not pass reading/language arts or mathematics must attend and successfully complete summer school in order to move to the next grade level. An Individual Grade Placement Committee (IGPC) may be convened to make additional recommendations.

In grades 5 and 8, students must successfully pass reading/language arts and mathematics in addition to meeting the passing standards on the State of Texas Assessments of Academic Readiness (STAAR) in reading and mathematics in order to move to the next grade. Students who do not meet the passing standards of STAAR in reading or mathematics must attend summer school for accelerated instruction and take a third administration of the STAAR in June/July. An Individual Grade Placement Committee (IGPC) may be convened to make additional recommendations after the May retest or June/July administration.

Students in grades 9 - 12 who do not pass a core content course must attend and successfully complete summer school in order to receive credit for that course.

Tardies (All Grade Levels)

A student who has excessive tardiness to class will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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

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

Transfers (All Grade Levels)

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

Other Transfers Available

Cessation of Eligibility

If the person moves outside the district, eligibility to attend schools in the district ceases and the person must withdraw from school at the end of the semester in which the move occurred. If the person moves from one attendance zone within the district during the school year, the person must transfer to the school in which the residence is zoned not later than at the end of the semester in which the move occurred. If the school district determines that a person resides in another attendance zone and is not eligible to continue attending the current school, the person will be transferred to the appropriate school immediately. If the school district determines that a person resides in another school district and is not eligible to continue attending the current school, the person will be withdrawn immediately and charged for the tuition costs for the time in which the person was enrolled improperly.

Temporary Intra-District Transfer for Unique Scholastic Programs

If a student desires to enroll in a unique scholastic program which is not offered in the school in which the student's residence is zoned but which is offered in a grade-appropriate traditional school in another attendance zone, the student may apply to the Assistant Superintendent for Administration for a temporary intra-district transfer to the school which offers the program. If permission to transfer is granted, the student may participate in the academic and extra-curricular activities of the new school while enrolled in the program. However, this participation is subject to rules including but not limited to UIL rules, no pass-no play, and the student code of conduct. If the administration, at its discretion, determines that the student has not made satisfactory progress in the program or does not attend classes regularly, the student's transfer will be rescinded administratively. The temporary transfer expires automatically upon the student's completion of or withdrawal from the program or if the program becomes offered at the student's zoned school.

Junior and Senior Transfer

If the student's residence changes to another attendance zone or another school district after the student has started attending classes in the student's junior year, the school district will allow the student to remain enrolled at the current school until graduation. In order to receive permission not to transfer or withdraw, the student must deliver a written application to the Assistant Superintendent for Administration prior to the beginning of the semester which follows the semester during which the move occurred. If permission is granted to allow the student to continue attending the current school, the student will be responsible for transportation to and from school and school activities. Out of district residents allowed to continue under this provision shall pay out-of-district tuition for the senior year only. Only students who comply strictly with this provision will be allowed to continue attending the school until graduation.

Public Education Grant (PEG) Transfers

Public Education Grant transfers will be allowed if the receiving school has the capacity for increased student enrollment.

Siblings of Special Needs Students

If a special needs student is assigned to a specific campus for the purpose of receiving special education services, any eligible student residing in the same household may obtain a transfer to the same school. Transportation is not provided.

Hardship

Persons who desire transfers because of hardship conditions must contact the Assistant Superintendent for Administration.

[See **Safety Transfers/Assignments**, on page _12, **Bullying**, on page _21, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 13, for other transfer options.]

[See **Safety Transfers/Assignments** on page 24, **Bullying Error! Bookmark not defined.**, and **Students Who Have Learning Difficulties or Who Need Special Education Services** on page 26, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this

requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact your assigned campus or access route information at aldineied.org click on the bus icon.

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

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

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

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

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal or Ms. Katherine Seals, Executive Director of Special education at 281-985-6310 who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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

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

Unauthorized Persons

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

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

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

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On College Night, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

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

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

A student under age 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

**APPENDIX I:
FREEDOM FROM BULLYING**

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit aldineisd.org, Policies code FFI]. Below is the text from Aldine ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)

Adopted on

2-06-14

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Examples

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

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

Examples

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

False claim

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

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

REPORT FORMAT

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

PROHIBITIVE CONDUCT

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

INVESTIGATION REPORT

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

CONCLUDING THE INVESTIGATION

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

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

NOTICE TO PARENTS

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

DISTRICT ACTION BULLYING

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

DISCIPLINE

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

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

CORRECTIVE ACTION

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

TRANSFERS

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

COUNSELING

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

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY and PROCEDURES

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

Appendix II

ALDINE ISD

GRADE CHECK DATES FOR UIL

2017-2018

- I. Check all extra-curricular students' grades at the end of the 1st six weeks:
 - August 21.....start school
 - September 29six-week eligibility check
 - October 6.....loss/gain eligibility (end of the school day)
- II. Check all extra-curricular student' grades at the end of each nine week grading period:
 - a. If passing, check again at the end of each nine week grading period:
 - October 13.....nine-week grading period ends
 - December 20.....nine-week grading period ends
 - March 9.....nine-week grading period ends
 - May 31nine-week grading period ends
 - b. If failing, at nine-week grading period, check grades each three weeks until student is passing all classes (see schedule below):

CHECK DATES

ELIGIBILITY DATES

September 29	October 6 (Loss/Gain)
October 13	October 20 (Gain/Loss)
November 3	November 10 (Gain)
December 1	December 8 (Gain)
December 20	January 15 (Loss/Gain)
January 26	February 2 (Gain)
February 15	February 22 (Gain)
March 9	March 26 (Loss/Gain)
April 6	April 13 (Gain)
April 27	May 4 (Gain)

Appendix II

***TEST Dates-October 16-20; December 4-8; March 5-8; March 5- April 6; April 3-20; May 7-11**

*All students are academically eligible November 17th – November 25th

(All students lose eligibility gained during Thanksgiving Break Nov. 25th)

*All students are academically eligible Dec. 20th – Jan. 6th)

(All students lose eligibility gained during Winter Break Jan. 6th)

*All students are academically eligible March 9th-March 17th

(*All students lose eligibility gained during Spring Break March 17th)

Appendix III

ALDINE INDEPENDENT SCHOOL DISTRICT

COMPULSORY MINIMUM IMMUNIZATION REQUIREMENTS FOR 2017-2018

EARLY CHILDHOOD

(By 36 months)

- DTP/DTaP/DT¹ - 4 doses
- Polio¹ - 3 doses
- MMR^{1, 2} (measles, mumps and rubella)-1 dose on or after 1st birthday
- Hib³ vaccine – 1 dose on or after 15 months *or* completed primary series plus booster. Complete Series = 2 doses or 3 doses depending on vaccine type (two months apart) and a booster dose on or after 12 months of age, received at least two months after the last dose.
- Varicella ^{1,2,4} - 1 dose or documentation of previous chicken pox illness
- Hepatitis A² – 2 doses
- Hepatitis B ² – 3 doses
- PCV (Pneumococcal Conjugate Vaccine) - 1 dose on or after 24 months *or* completed primary series plus booster. Complete Series = 2 or 3 doses depending on the age given (two months apart) and a booster dose received on or after 12 months of age and at least two months after the last dose.

PRE-K

(by 48 months)

- DTP/DTaP/DT ¹– 4 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR ^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hib³ vaccine - 1 dose on or after 15 months *or* completed primary series plus booster. Complete Series = 2 doses or 3 doses depending on vaccine type (two months apart) and a booster dose on or after 12 months of age, received at least two months after the last dose
- Varicella^{1,2,4} - 1 dose or documentation of previous chicken pox illness
- Hepatitis A² – 2 doses
- Hepatitis B ² – 3 doses
- PCV (Pneumococcal Conjugate Vaccine) - 1 dose on or after 24 months *or* completed primary series plus booster. Complete Series = 2 or 3 doses depending on the age given (two months apart) and a booster dose received on or after 12 months of age and at least two months after the last dose.

KINDERGARTEN

(Age 5 at Kindergarten Entrance)

Appendix III

- DTP/DTaP/DT/Td¹–4 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR ^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart
- Hepatitis B ² – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

1st GRADE

- DTP/DTaP/DT/Td¹–4 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR ^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart
- Hepatitis B ² – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

2nd GRADE

(Age 7 or older)

- DTP/DTaP/DT/Td¹-3 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR ^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart
- Hepatitis B ² – 3 doses
- Varicella^{1,2,4} – 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

3rd GRADE

- DTP/DTaP/DT/Td¹-3 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1, 2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart
- Hepatitis B ² – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

4th GRADE

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1, 2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B ² – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Hepatitis A² – 2 doses

Aldine ISD Student Handbook

5th GRADE

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} -2 dose or documentation of previous chicken pox illness
- Hepatitis A² – 2 doses

6th GRADE

- DTP/DTaP/DT/Td¹–3 doses (including one dose on or after 4th birthday)
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2}(measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 2 dose measles and 1 dose each of rubella and mumps vaccine)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} -2 dose or documentation of previous chicken pox illness
- Hepatitis A² – 2 doses**

7th GRADE

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday) and one dose Tdap required 5 years after last dose DTP/DTaP/DT/Td
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 2 dose measles and 1 dose each of rubella and mumps vaccine)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Meningococcal – 1 dose
- Hepatitis A2 – 2 doses

8th GRADE

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 2 dose measles and 1 dose each of rubella and mumps vaccine)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Meningococcal – 1 dose
- Hepatitis A2 – 2 doses

9th GRADE

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td

Aldine ISD Student Handbook

- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 2 dose measles and 1 dose each of rubella and mumps vaccine)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Meningococcal – 1 dose

10th Grade

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 2 dose measles and 1 dose each of rubella and mumps vaccine)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox
- Meningococcal – 1 dose

11th Grade

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2} (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 2 dose measles and 1 dose each of rubella and mumps vaccine)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} - 2 doses or documentation of previous chicken pox illness
- Meningococcal – 1

dose 12th Grade

- DTP/DTaP/DT/Td¹ – 3 doses (including one dose on or after 4th birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio¹ – 3 doses (including one dose on or after 4th birthday)
- MMR^{1,2}(measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 2 dose measles and 1 dose each of rubella and mumps vaccine)
- Hepatitis B ^{2,3} – 3 doses
- Varicella^{1,2,4} -2 doses or documentation of previous chicken pox illness
- Meningococcal – 1 dose

¹**Receipt of the dose up to and including 4 days before the birthday will satisfy the school entry immunization requirements.** DTP and Polio immunization for student in grades K-12 received prior to April 1, 2004 that were received within the calendar month of the 4th birthday will satisfy this requirement. ²Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B or Varicella or serologic evidence of infection is acceptable in lieu of vaccine.

A. ³ Comvax or Pentavenlente – only 3 doses required if the 3rd dose is on or after the first birthday, all others require 4 doses.

- B. ⁴Serologic proof of immunity or documentation of previous illness may substitute for vaccination. Previous
- C. Illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing wording such as "This is to verify that (name of student) had Varicella disease (chickenpox) on or about (date) and does not need varicella vaccine."
- D. **TB Skin test** required for those students determined to be at risk for TB according to Texas Department of State Health Services guidelines.
- Individuals with positive skin test results only and no symptoms of active TB must show proof of either a negative chest x-ray with evidence of on going or completed preventive therapy as indicated or proof of an appointment for an x-ray. If a student fails to provide documentation as indicated or fails to keep the appointment for the chest x-ray, he/she will be excluded from school until the requirement is met.
 - Parents are encouraged to consult their physician for recommendations for skin testing as part of their child's annual physical exam.
- E. The following may not be required for school attendance in grades K-12, but are **strongly** recommended: Influenza.

Appendix IV

ELEMENTARY ACADEMIC POLICIES

GRADES

The grading scale for students is as follows:

100 - 90 = A	E = Excellent
89 - 80 = B	S = Satisfactory
79 - 75 = C	N = Needs Improvement
74 - 70 = D	U = Unsatisfactory (Parent contact will be made in grades

PreK - 4)

69 - 0 = F (Parent contact will be made in grades PreK – 4)

. RE-TEACH AND RE-ASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher’s gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher’s grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher’s grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.

Aldine ISD Student Handbook

- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will be receive a 0 and will not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).
- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

Aldine ISD Student Handbook

INTERMEDIATE ACADEMIC POLICIES

GRADING PERIODS

- Grades are reported on a nine-week basis. Nine (9) nine-week grades will be averaged to determine a yearly grade for each course.
- At the end of the first three weeks and six weeks of each grading period, teachers will send progress reports home on every child. Parents or guardians will be contacted by the teacher at any time after the three week reporting period to inform them that there is a clear indication the student is doing unsatisfactory work or failing. Error in notification will not necessarily constitute a change of grade.
- Progress reports are to be signed by parents and returned to school the following day. Students not complying with this policy may be subject to disciplinary action.
- Students who make a failing grade at the end of the first six weeks will not be eligible to participate in extracurricular activities until the three weeks progress check. If student is passing ALL SUBJECTS at that time, he/she becomes eligible.

GRADING SYSTEM

- All grades will be reported numerically with 70 being the minimum passing grade.
- Report cards are issued to each student at the end of each grading period.

CONDUCT GRADES

Conduct grading is as follows:

- E = Excellent – The student has an excellent attitude. He/She is very cooperative and never has to be corrected. He/She conforms to all school rules and regulations and contributes to the class learning environment.
- S = Satisfactory – The student's behavior is generally acceptable.
- N = Needs Improvement – The student is uncooperative and his/her attitude is unacceptable. Parents must be contacted.
- U = Unsatisfactory – Subject to Removal – The student is insubordinate and unwilling to conform to school rules and regulations. The principal or assistant principal is consulted in giving this grade. The parent is contacted.

TESTS (WEEKLY, UNIT, DAILY, QUIZZES)

Teachers may give a short quiz at any time in order to keep a check on whether or not the students are studying their daily assignments and to determine if the students are understanding the materials. Also, quizzes furnish daily grades that are helpful in determining a student's level of mastery when averaged in with the major test grades to get the semester grade. Weekly, unit, common assessments, nine-week tests, and final exams are announced in advance.

RE-TEACH AND RE-ASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher's gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher's grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher's grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.
- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will be receive a 0 and will

not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).

- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

MIDDLE SCHOOL GRADING POLICIES

GRADING PERIODS

- Grades are reported on a nine-week basis with progress reports at the third and six weeks. The nine week's grades will equal 90% of the yearly grade and the final exam will equal the remaining 10%. Semester grades will be averaged to determine a yearly grade for each course.
- Middle school students who take high school classes, including EOC courses, for high school credit will follow the high school grading policy to receive credit. Also, students will be required to maintain an 80 average to remain in Algebra I.
- At the end of the first three weeks of a grading period, the teacher shall provide notice of progress to the parent or guardian of a student whose grade average in any class is lower than 75, whose grade average is deemed borderline failing by the teacher, or whose grade average indicates a drop of the equivalent of two or more grades. If a student should begin to fail after progress reports have been issued, the parents or guardians will be contacted by the teacher(s). Error in notification will not necessarily constitute a change of grades.
- Progress reports are to be signed by parents and returned to school the following day. Students not complying with this policy may be subject to disciplinary action.
- Students who make a failing grade at the end of the first six weeks will not be eligible to participate in extracurricular activities until the three week's grade check. If the student is passing ALL SUBJECTS at that time, he/she becomes eligible.
- Final Exam – Completing a final exam is a course requirement and must be taken in order to pass the course and receive credit for that course. Students must take final exams in order to receive credit in a course, unless the students qualify for an exemption under current policy.

The state conversion scale for numerical grades is:

100-90 = A

89-80 = B

79-75 = C

74-70 = D

69- 0 = F

GRADING POLICY

The following grade policy will be used for all courses taught at the secondary level:

1. **Percentages for major and daily work:**

		<u>Major</u>	<u>Daily</u>	<u>Homework</u>
a.	Regular	60%	30%	10%
b.	PreAP/GT	60%	30%	10%

2. **Major Grades**

A minimum of three major TEKS/Benchmark based major grades should be recorded per grading period.

Major grades may consist of, but are not limited to, the following:

- Nine week tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessments
- book reports/critiques
- compositions
- portfolios

Nine-week common assessments will be given in science, math, language arts, and social studies (s/m/la/ss). Math, language arts, science and social studies will have an 18 week benchmark exam.

1st nine weeks

2nd nine weeks

9 week cumulative

18 week cumulative

assessment (s/m/la/ss)

assessment (s/m/la/ss)

3. **Daily Grades**

At the principal's discretion a minimum of twelve TEKS/benchmark based daily grades must be recorded per grading period.

Daily work may consist of, but is not limited to, the following:

- group/individual projects
- hands-on activities/labs/rehearsals
- class/group work (cooperative learning, etc.)
- vocabulary assignments
- learning centers
- chapter/unit tests (if applicable)
- lab reports
- computer activities
- notebooks
- appropriate homework
- vocabulary/spelling tests and/or assignments
- interim work for projects/papers
- quizzes
- activities from adopted text series
- calculator activities
- journals
- writing processes (prewriting, drafting, revising, editing, publishing)
- informal compositions
- portfolios
- speech/communication/presentation skills

Note: each subject area may have special categories that have not been listed, but should be used consistently throughout the district.

TESTING POLICY

Each campus will develop a testing policy. Since the district provides common assessments for core subjects, those tests will be administered on the same days at each campus. Each campus will build the testing schedule around the district assessments using the following parameters. Each subject will have the opportunity to administer tests twice a week, with no more than 3 tests administered on any given day.

RE-TEACH AND RE-ASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher's gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within

the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher's grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher's grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.
- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will be receive a 0 and will not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).
- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

HIGH SCHOOL GRADING POLICY

Grades are reported on a nine-week basis with progress reports at the third and six weeks.

Report cards will be sent home each nine weeks. The parents of students making a failing grade in any subject will be notified of the need for a conference with the teacher who issued the failing grade. In arranging such conferences, the teacher will give the parent the option of at least two dates for the conference. Error in notification will not necessarily constitute a change of grade.

Parents or guardians will be contacted by the teacher at any time during the reporting period that there is a clear indication the student is doing unsatisfactory work. In addition to the nine weeks report card, a progress report will be sent home at the three week and six week intervals.

Final Exam - Students must take final exams in order to receive credit in a course, unless the students qualify for an exemption under current policy.

The state conversion scale for numerical grades is:

- 100-90 = A
- 89-80 = B
- 79-75 = C
- 74-70 = D
- 69- 0 = F

The following grade policy will be used for all courses taught at the secondary level:

1. **Percentages for major and daily work**

		<u>Major</u>	<u>Daily</u>	<u>Homework</u>
a.	Regular	60%	30%	10%
b.	PreAP/GT	60%	30%	10%

Minimum grade requirements for each reporting period:

- First 3 weeks – 1 major grade, 4 daily grades, 1 homework grade
- Second 3 weeks – 1 major grade, 4 daily grades, 1 homework grade
- Third 3 weeks – 1 major grade, 4 daily grades, 1 homework grade

2. **Major Grades**

Major Grades - A minimum of three TEKS/benchmark based major grades must be recorded per grading period.

Major grades may consist of, but are not limited to, the following:

- nine-week tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessments
- book reports/critiques
- compositions
- portfolios

Nine week common assessments will be given in math, science, Language arts and social studies. All classes will have an 18 week exam.

1st nine weeks

9 week cumulative

assessment (s/m/la/ss)

2nd nine weeks

18 week cumulative

assessment (s/m/la/ss)

3. Daily Grades

A minimum of **twelve** TEKS/Benchmark based daily grades/homework should be recorded per grading period.

Daily work may consist of, but is not limited to, the following:

- group/individual projects
- hands-on activities/labs/rehearsals
- class/group work (cooperative learning, etc.)
- vocabulary assignments
- learning centers
- chapter/unit tests (if applicable)
- lab reports
- computer activities
- notebooks
- appropriate homework
- vocabulary/spelling tests and/or assignments
- interim work for projects/papers
- quizzes
- activities from adopted text series
- calculator activities

- journals
- writing processes (prewriting, drafting, revising, editing, publishing)
- informal compositions
- portfolios
- speech/communication/presentation skills

Note: each subject area may have special categories that have not been listed, but should be used consistently throughout the district.

EXAM EXEMPTIONS

Exemptions for Courses with Benchmark Assessments

The Aldine Independent School District final exam and exemption plan is designed to promote academic achievement, regular attendance, and responsible behavior. The primary consideration in designing this plan is to ensure that all students gain experience in taking final examinations throughout their high school years. Students in grades 9-12 at all ability and performance levels are eligible for an attendance exemption for courses with benchmark assessments.

- The final exams for courses with benchmark targets are the Benchmark Assessments. These assessments will count as 15% of the exempted student's final grade.
- Students who meet the criteria for the exam day attendance exemption policy will take the Benchmark Assessment several days prior to the scheduled final exam day. They will not have to attend class on the day of the final exam from which they are exempt. The following are some courses with Benchmark Assessments and is not an inclusive list.

Language Arts	Math	Science	Social Studies	Foreign Language
English I	Algebra 1	Biology	World Geography	Spanish I
English II French I	Geometry	IPC	World History	
English III	Algebra 2	Chemistry	American History	Spanish II
English IV ELI	MMA PreCalculus	Physics	Government	French II
ESOL English I	College Prep Mathematics			
ESOL English II	Advanced Quantitative Reasoning			

The following levels of achievement, attendance, tardiness and conduct will be used to determine the eligibility for exemptions for each course taken.

Aldine ISD Student Handbook

SEMESTER GRADE	EXCUSED ABSENCES	TARDIES	CONDUCT
80-100	2 or less	2 or less	E/S

• **NINTH GRADERS** - may be exempt from no more than one final exam in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two semester course in the same school year.

NOTE: Students may not exempt out of English I, Algebra I, Biology, Successmaker, Graduation Prep, or Star Lab courses.

• **TENTH GRADERS** - may be exempt from no more than two final exams in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.

NOTE: Students may not exempt out of English II, Successmaker, Graduation Prep, or Star Lab courses.

• **ELEVENTH GRADERS** - may be exempt from no more than three final exams in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.

NOTE: Students may not exempt out of Successmaker, Cosmetology, Dual Credit, Graduation Review, Graduation Prep, or Star Lab courses.

• **TWELFTH GRADERS** - may be exempt from no more than four final in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two semester course in the same school year. Exception: Graduating seniors who are in their final semester may exempt from all final exams except for the Graduation Review, Graduation Prep, or Star Lab finals if all eligibility criteria are satisfied.

Other qualifications:

- School related absences do not count for purposes of this rule.
- Students may not have any unexcused absences.
- An exemption from a final exam will not be granted if the student is placed in In-School Suspension or suspended from school.
- Students who register after the second day of a semester are not eligible for final exam exemptions. Transfer students have the responsibility to provide attendance and disciplinary information from the previous school to be considered for exemptions.

On final exam testing days, exempt students who do not attend for the full instructional day are absent. Students may not “sign in” at attendance time to be counted present. Students exempt from the second test of the day may not be dismissed by the campus after the first test. These absences do not count against the student for BG or perfect attendance purposes.

On exit level TAKS/STAAR testing days, if a TAKS/STAAR waiver is in place to take attendance at a set time after testing, non-testing students may be counted present if in attendance at the waiver attendance time. The purpose of this waiver is not to increase the percent of attendance but to improve the testing environment; however, it may have the affect of improving the percent of attendance.

Any student who qualifies for an exemption has the option to take the final exam. However, the grade received on the exam will be computed in the final term average. The final exam is weighted at 15% of the term grade. The numerical average for the term will be the term grade if the student is exempt and does not take the final.

INSTRUCTIONAL INTERVENTION – RE-TEACHING/REASSESSMENT POLICY

Re-teaching and reassessment are appropriate for all instructional objectives assessed as major grades as recorded in the teacher’s gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every regular course. Students in Dual Credit, Advanced Placement, and IB courses will not have the opportunity for reassessment although teachers are expected to provide reteaching as needed. The teacher is required to provide reteaching and reassessment opportunities for all students scoring below 70% on a major grade in regular courses.

The original and the reassessment grade must be documented in the teacher’s grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Reteach and Reassessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

Reassessment must occur on major grades. The evidence of reassessment must be documented in the score notes of the teacher’s grade book including both the original and reassessment grade.

- In order for students to receive reassessment options, students must turn in major grade assignments and projects by the actual due date.
- Reassessment must be completed within two weeks of the original assessment. Students must follow reteach and reassessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will receive a 0 and will not have an opportunity to reassess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).

Aldine ISD Student Handbook

- Each campus will develop a plan for monitoring the implementation of the Reteach and Reassessment Policy.

Reassessment of major grades includes retesting using a different assessment or product.

Glossary

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

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

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

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

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

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

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

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

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

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

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

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

