2026-2027

Alief Independent School District

STUDENT HANDBOOK AND CODE OF CONDUCT

EMPOWER | RESPECT | INTEGRITY | EXCELLENCE | COMMUNITY

Alief ISD

Student Handbook

2026-27 School Year

www.ALIEFISD.net

If you have difficulty accessing the information in this document because of your disability, please contact the **Student Services Department at 281-988-3100.**

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Houston, TX 77072

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Preface Parents and Students:

Welcome to the new school year!

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

The Alief Independent School District Student Handbook is a general reference guide that is divided into two sections:

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

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

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

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

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

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your child's school or the Student Services office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at https://pol.tasb.org/PolicyOnline?key=584

The policy manual includes:

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

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

Dr. Mindy Cahee-Robertson
Executive Director of Student Management Services

Phillip Harrison
Assistant Director of Student Management Services

Mariehel Vega
Assistant Manager of Student Management Services

Address
14051 Bellaire Blvd. Suite 200
Houston, TX 77083
(281)988-3101

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

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

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

Accessibility

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

Student Support Services Department
14051 Bellaire Blvd. Suite 200
Houston, TX 77083
(281)988-3101

The Alief ISD Board of Trustees consists of seven members elected for four-year terms by a plurality of votes. Elections are held in November. Alief Independent School District Board of Trustees meetings are open to the public and are held in the Board Room of the Administration Building, which is located at 4250 Cook Road, Houston TX 77072. For meeting dates and times, the Board of Trustees Calendar can be accessed online at www.aliefisd.net/board.

The Alief Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education or providing access to benefits of education services, activities, and programs including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; Title II of the Americans with Disabilities Act; and the Age Discrimination Act of 1975, and provisions of Title VI. Alief ISD program admission procedures, facilities and graduation requirements are designed to eliminate discrimination. Alief ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all programs, including Career and Technical Education.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- **Dr. Mindy Cahee-Robertson, Executive Director of Student Management Services, for concerns regarding discrimination on the basis of gender: 14051 Bellaire Blvd., Ste 200 Houston, TX 77083, 281-988-3100.**

- **Media South, Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: 4250 Cook Rd, Houston, TX 77072; 281-498-8110.**

- **All other concerns regarding discrimination: Please contact the Human Resources Department. The Superintendent's responsibility as Chief Executive Officer includes ensuring compliance with antidiscrimination laws.**

Code of Civility Acknowledgement − It is the belief of Alief ISD that a safe, civil and productive environment is essential to student success. It is vital that every member of our school community – staff, students and parents/guardians – do their part to contribute to a positive and safe learning environment. The Code of Civility outlines the district's expectations for all who enter our learning environments. "You are entering a Safe and Civil Zone. Your responsibility is to treat others with courtesy, honesty, and respect while cooperating and taking responsibility for actions.

Student Code of Conduct and Handbook − It is important that every student understands the Code and is encouraged by his or her parents/guardians to follow the rules and regulations set forth in the Code. Parents/Guardians are expected to read and discuss the Code with your child. You are required to sign the Parent- Student Acknowledgement/Consent Form and return it to the school within three (3) days of receipt.

Attendance Acknowledgement (TEC 25.095) − You are hereby informed in writing that if your student is absent from school on 10 or more days or parts of days within a 6-month period in the same school year, you, the parent, are subject to prosecution for "parent contributing to non-attendance," and your student is subject to referral to a truancy court for truant conduct under Family Code 65.003(a). The charge of

“parent contributing to non-attendance” is a misdemeanor punishable by a fine only and not to exceed $500.00. Each day the student remains out of school may constitute a separate offense.

If the student has been absent from school, without excuse on three days or parts of days within a four-week period, you are hereby informed that: (1) it is your duty as the parent to monitor your student’s attendance and require the student to attend school; (2) the student is subject to truancy prevention measures, such as but not limited to, a behavior improvement plan, school-based community service, referrals to either in-school or out-of-school counseling or other social services, or any other measures considered appropriate by the district. (TEC 25.0915), and (3) you, the parent, are requested to attend a conference with school officials to discuss your student’s absences.

Prevention and Safe Schools Program – Alief ISD receives federal funds to support safety, civility and productivity in the district. In an effort to meet the needs of our students and community, the district and/or individual campuses administer various formal and informal surveys on prevention related topics. Notifications of a survey may be sent out providing details and opportunities to preview. The survey may include questions on such topics as school climate, parent and safe school expectations, violence, bullying, drug/alcohol use and sexual conduct. The survey is voluntary and anonymous. Students may skip any questions they feel uncomfortable answering. Results will be used to assist Prevention and Safe School Specialists and campuses in tailoring prevention programs to meet the needs of the students.

Annual Notice - This constitutes the annual notification for Alief ISD to disclose personally identifiable information to the agency responsible for administration of the state’s public benefits (Medicaid/SHARS.) SHARS is the state program to reduce the cost of delivery of healthcare-related services in a school setting. If the District has obtained previous parental consent and your child’s special education services are not changing, it is not necessary to obtain new permission. A parent may withdraw or refuse consent at any time. This does not relieve the District of its responsibility to fulfill all required healthcare-related services at no cost to the parent(s).

Your signature reflects receiving the information. Failure to sign, return or agree with the contents of Student Code of Conduct, Acceptable Use Policy, Student Parent Handbook, Attendance Acknowledgement, Safe and Drug Free Schools and Community Assessments & Code of Civility Policy **does not exempt a student from compliance.** (Please see Parent-Student Acknowledgement/Consent Page).

SAFE & CIVIL SCHOOL ZONE
ALIEF INDEPENDENT SCHOOL DISTRICT
COURTESY • RESPECT • RESPONSIBILITY
COOPERATION • HONESTY • SAFETY

CODE OF CIVILITY PLEDGE

As an Alief ISD parent who values living in a safe, civil, and productive environment I pledge that I will:

- Treat staff, students, parents, and community members with honesty, courtesy and respect at all times.
- Take responsibility for my verbal, written, and physical actions.
- Cooperate with everyone to ensure student success.

Alief Independent School District

_____ _____

Date Signature

Notification of Rights Under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. The district provides annual notification of these rights in accordance with FERPA.

**Education records are records that are directly related to a student and maintained by the school or district.*

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents/Guardians or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believe are inaccurate. Parent or eligible students may ask the school to amend a record that they believe is inaccurate. They should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is **Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.**
5. Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. **If you do not want Alief Independent School District to disclose directory information from your child's education records without your prior written consent, please indicate your desire by checking "no" on both your child's registration card and the Parent-Student Acknowledgement/Consent Form then signing in the appropriate space.**

PPRA Notice and Consent/Opt-Out

Certain information about Alief ISD students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Alief ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by August 22, 2025. Alief ISD has designated the following information as directory information:

- Student name
- Address
- Telephone listing
- E-mail address;
- Photograph;
- Date and place of birth;
- Major field of study;
- Grade level;
- Degrees, honors, and awards received;
- Dates of attendance;
- Most recent educational institution attended;
- Participation in officially recognized activities and sports; and
- Weight and height of members of athletic teams.

Parents/guardians who do not consent to the release of their student's directory information must complete the form on the following page and return it to Alief ISD no later than January 10, 2024. A failure to complete and return this form will be treated as consent to release the information above.

***Federal law requires Alief ISD to provide a military recruiter or an institution of higher education, on request, with the name, address, and telephone number of a secondary student unless the student's parent/guardian has opted out of sharing this information for military recruitment or higher education purposes.*

Inspecting Surveys

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child. Parents/Guardians wishing to review any survey instrument or instructional material used in connection with any protected information survey must submit a request to the building principal. The building principal will notify the parent of the time and place where the materials may be reviewed. Parents/Guardians have the right to review a survey and/or instructional materials before the survey is administered to their child. (Please see the Parent- Student Acknowledgement/Consent Page).

Parent's Response Regarding Release of Student Information

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student. Refer to Parent-Student Acknowledgement/Consent Form.

Alief Independent School District has designated the following information as directory information:

- Student name
- Address
- Telephone listing
- Electronic mail address (e-mail)
- Photograph
- Most recent school attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

- Date and place of birth
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status

Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information of these types of requestors without prior written consent. (Please see the Parent-Student Acknowledgment /Consent Page).

Acceptable Use Policy (AUP)
Student Responsibilities for Using Network Resources

The use of Alief ISD Electronic devices computer systems, and networks, software and Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. Content residing on district owned resources is property of Alief ISD. The use of Alief ISD computers, computer systems, computer networks, software, and Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Illegal activities are strictly forbidden. All information including electronic mail (email) is not guaranteed to be private. Messages relating to or in support of illegal activities may be reported to the appropriate authorities. The campus and central administrative team will deem what is inappropriate use, and their decision and the consequences are final. Appropriate use of digital resources and devices must follow all requirements, approval processes and guideline statements set forth in the Responsible Use Practices Guideline document and the Bring Your Own Device Policy. **Alief ISD will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites, in chat rooms, and on cyberbullying awareness and response.**

Network Standards

1. Using the network resources in such a way that would disrupt the use of the network is prohibited.
2. Follow teacher guidelines and instructions on appropriate use of network resources.
3. Using inappropriate language such as swearing or vulgarity, ethnic or racial slurs, obscene pictures, **or anything defined as cyberbullying** is prohibited.
4. Typing messages in all capital letters is the computer equivalent of shouting and is considered rude.
5. Pretending to be someone else when sending/receiving messages is prohibited.
6. Revealing personal information of yourself or others is prohibited.
7. Log off of the network when your session is complete.
8. Sharing any district issued username and password is prohibited.

Internet Acceptable Use

1. Obtain permission from your teacher before e-mailing, accessing, downloading or printing from network resources.
2. Follow teacher guidelines and instructions on appropriate use of the Internet.
3. Access only course related materials for educational purposes.

4. Credit all resources appropriately when utilizing information accessed (observe copyright guidelines).
5. Cyberbullying and off-task behaviors will result in loss of privileges.

Use of Data

1. Protect confidentiality and act responsibly when accessing data or resources required for schoolwork.
2. Use strong passwords and follow network etiquette to secure sensitive data.
3. Do not share your password.
4. Do not grant access to confidential information to others by placing sensitive data/schoolwork in unsecured network resources or cloud storage.
5. Do not misrepresent or falsely manipulate/change data.
6. The district reserves the right to remove any inappropriate or potentially harmful data from any media storage device that is being used in the school environment.
7. It is a violation to knowingly attempt to access resources that you do not have permission to utilize or should not have access to as required for schoolwork.
8. It is your responsibility to report to your instructors instances where you have access to data/resources that are not part of your schoolwork.
9. “Hacking”, unauthorized use, or attempts to circumvent or bypass the security mechanisms of an information system or network of any kind are deemed inappropriate use

Restrictions

1. Installing any programs to the District’s network system is prohibited.
2. Copying and distributing of unauthorized materials, such as, but not limited to video, audio, and image files is prohibited.
3. Use of district equipment for personal financial gain is strictly prohibited.
4. Accessing the district network using any non-district devices is prohibited. (Example – a personal wireless laptop) until the Parent Student Acknowledgement/Consent Form has been signed/returned and the student has been trained on B.Y.O.D. policy.
5. Damaging and vandalizing any electronic device, computer systems or computer networks is prohibited.
6. Printing non-school related materials is strictly prohibited.
7. Accessing and using non-district provided email is strictly prohibited.
8. Student email, electronic systems and tools are District services provided for students and are to be used for instructional purposes only.

Copyright of Print/Non-Print Materials

1. Use of print and digital materials must be properly cited.
2. Copies may not be substituted in part or whole for an original work.
3. Copying software is illegal.

Disclaimers

Please note that since the Internet provides access to computers and people all over the world there is a possibility that students may encounter areas of adult content and objectionable material. While the district will take reasonable steps through training to preclude access to such material, and does not encourage such access, it is not possible to absolutely prevent such access.

Alief ISD makes no warranties of any kind, either expressed or implied, for the provided access.

- The staff, faculty, school, and Alief ISD are not responsible for any damages incurred, including but not limited to, loss of data resulting from delays or interruption of service, for the loss of data stored on Alief ISD resources.
- The staff, faculty, school, and Alief ISD are not responsible for information obtained through district network resources resulting in criminal or terrorist activities.
- Parents/Guardians who do not wish for their children to have individual access to the Internet must submit to the campus principal the **Parent Student Acknowledgement/Consent Form with the "No" box checked.**

Alief ISD

Responsible Use Practice Guidelines (RUP)

Alief ISD believes that all students should have access to technology when they act in a responsible, courteous and legal manner. Network and Internet access and other online services available to students offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students while creating good digital citizens. All Alief school Internet use is filtered and monitored in accordance with the Children's Internet Protection Act (CIPA) and all applicable requirements. CIPA requires districts participating in the E-rate program to adopt and monitor an Internet safety policy that blocks or filters inappropriate Internet access to minors.

"Alief ISD will educate all of our students about appropriate online behavior, including interacting with other individuals on social networking websites, in chat rooms and on cyberbullying awareness and response."

A good citizen is someone who not only upholds and respects the laws of his/her country, but also acts in an appropriate way. Good citizens respect moral and ethical guidelines and behaviors. They show care and concern for themselves, their neighbors and other members of their communities. The good citizen respects other people's property, and expects others to do the same for them. The good digital citizen applies the same rules to the cyber- world. A digital citizen is a person who obeys the legal rules about using digital technologies, and acts with respect and care for him/her, others and their property. In return, he/she expects the same respect to be shown to him/her.

There are three key parts to digital citizenship:

1. Respect and Protect Yourself:

- Choosing online names that are suitable and respectful.
- Only inviting people, you actually know and trust in the real world to be your friends in the online world.
- Only visiting sites that are appropriate and respecting the rules that websites or **chat rooms** have related to age. Some sites are only for adults. If you wouldn't feel comfortable showing the website to those in your family, then it's inappropriate.
- Setting your privacy settings on **social networking sites** so that only the people you know can see you and your personal information.
- When using e-mail, **social networking sites or chat rooms**, only putting information online that is appropriate and posting pictures that are suitable; not everyone seeing your profile or pictures will be friendly. Posting inappropriate content can affect your future.
- Always reporting **cyberbullying** or anything that happens online which makes you feel uncomfortable or is hurtful.

- Talk to trusted adults, like your parents/guardians and teachers, about your online experiences. This includes both the positive and the negative experiences.
- When using AI tools, be sure to do so with the permission and supervision of a teacher or guardian. As with other sites and tools, do not share sensitive, personal, or identifying information about yourself.
- Use only district-approved AI tools for learning.

2. Respect and Protect Others:

- Show you care by not **cyberbullying** (sending hurtful or inflammatory messages) to other people or forwarding messages that are unkind or inappropriate.
- By not getting involved in conversations that are unkind, mean or bullying.
- By reporting any conversations, you see that are unkind, mean or bullying. Imagine if the things being written were about you. If you find them offensive, then they are inappropriate.
- Some websites are disrespectful because they show people behaving inappropriately or illegally – or are racist or sexual. Show your respect for others by avoiding these sites. If you visit one by accident, close it and tell your teacher or an adult.
- Show respect for others' privacy by not trying to gain access to their online spaces without invitation and by not stalking them or sharing their pictures.
- By not using AI tools to misrepresent, impersonate, or harm the reputation of others.

3. Respect and Protect Intellectual Property

- By not stealing other peoples' property. It's easy to download copyrighted music, games and movies, but piracy (downloading media that you have not purchased) is online stealing.
- By not sharing the music, movies, games and other software that you own with others.
- By checking that the information you are using is correct. Anyone can say anything on the web, so you need to check that the research is correct by evaluating and using reliable sites. When in doubt, ask your teacher or your parents/guardians.
- By not making changes or vandalizing websites when visiting them and reporting any damage that you find.
- Any use of AI for an assignment must be cited and declared. Be sure to follow teacher guidance for allowable use of AI tools.

1:1 Student Device Program (3rd-12th Grades)

Alief ISD will provide each 3rd-12th grade student with a device to access the required educational materials needed to promote and enhance learning. This device is the property of Alief ISD. The supplied device is an educational tool for the assigned student for on-campus and at-home learning activities and is not intended for non-instructional gaming and personal use, or for use by other members of the household.

A non-refundable $20 technology fee will be charged at the beginning of each school year for each student participating in the Alief ISD 1:1 Student Device Program. The technology fee covers costs incurred to ensure continuity of service in the event a device is accidentally damaged or stolen (with proper documentation). The technology fee can be paid online through School Cash. For more information, visit https://www.aliefisd.net/o/aisd/page/1to1

SCHOOL BOARD

Alief Independent School Districts Board of Trustees Meetings are open to the public and are held in the Board Room of the Administration Building, which is located at 4250 Cook Road, Houston TX 77072. For meetings dates and times, the Board of Trustees Calendar can be accessed online at www.aliefisd.net/board.

REGISTRATION INFORMATION

When enrolling a new student and at the beginning of each successive school year, you are asked to complete a registration card. The information you provide is very important. Any and all changes to the registration card must be submitted in writing.

- The school must have your current address, home phone number, work phone number, and cellular phone number, in case of an emergency. **Immediately notify the school office when there are any changes in your contact information and provide documentation as appropriate.**
- Be sure your child's emergency information is up-to-date so school personnel will know who to contact and how to reach them if you are not available.
- **During extenuating circumstances, only a person named on the registration information who presents a valid photo identification may pick up a student without written permission.**
- Falsifying enrollment data is against the law.
- For information about the rights of homeless/displaced children, please call 1-877-887-2473, ext. 29072.
- For information about in-district transfers or guardianship, call 281-988-3100.
- For children in the conservatorship of the state, contact the Student Services Office at 281-988-3100.
- By providing your email and cell phone number, you agree to receive communications via text and from Alief ISD. To opt out of text or email messages, please contact Gerard Tafallo at 281-498-8110, ext. 83333 and your campus administrator.

FAMILY ENGAGEMENT POLICY

Alief Independent School District believes that parents/guardians are partners with teachers and other staff in the education of their children and that family engagement and empowerment are essential at all levels throughout the school district. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Families play an extremely important role as their child's first teacher. Families' support for their children, and for the school, is critical to their child's success at every step along the way.

Alief ISD's goal is to provide a strong school-home partnership that will help all students in the district to succeed. The Family Engagement Director may be contacted at 281-498-8110 ext. 29192.

Family Engagement in Developing the Policy

The Family and Community Engagement (FACE) Advisory Council annually reviews and revises this written Family Engagement Policy for Alief ISD. The policy is referenced in the District Improvement Plan and is included in the student/parent handbook.

Alief ISD will take the following actions to engage families in the joint development of its district Family Engagement Policy:

- Inform families about the function of the District's Family Engagement Policy.
- Inform families of meetings through text, phone calls, e-mail, website postings, and written communication.
- Actively recruit families to participate in an advisory capacity regarding family engagement.
- Schedule FACE Advisory Council meetings biannually providing space and time for families and stakeholders to participate in a comprehensive review of policy, budget, and programs for family engagement.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and provide childcare as needed.
- Facilitate communication between families and Title I campuses through Family Center resources and communication.
- Post for public comment and review.

The Family Engagement Policy:

- Establishes the expectations of all concerned regarding family engagement.
- Ensures that parents/guardians are notified of the policy in a language and format they can understand.
- Is made available to the local community.
- Is updated periodically to meet the changing needs of families and schools.

Family Engagement in District and School Improvement Activities

State law requires the district and each school to develop a plan each year to improve the achievement of all students. These plans will be:

- Developed with the involvement of families through their inclusion on the district Family and Community Engagement Advisory Council, Educational Improvement Council, Families Actively and Meaningfully Engaged campus committees and campus Shared Decision-Making Committees

Building Capacity for Strong Family Engagement

Coordination, technical assistance, and other support will be provided by the district to assist schools and families in planning and implementing effective family engagement activities. The district will build the schools' and family's capacity for strong family engagement through avenues such as:

- Professional development for staff
- Training opportunities for parents/guardians
- Electronic communication, including the district website, e-mail, and text messages
- Campus Family Engagement Centers and campus events
- Campus Shared Decision-Making Committees
- Campus Family Engagement Committees
- The district Family and Community Engagement Program
- The district Educational Improvement Council
- Family and Community Engagement Advisory Council

Alief ISD shall also:

- Provide assistance to families through campus events and district resources in understanding such topics as the state's academic content standards and student academic achievement standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children.

- Provide materials and training to help families work with their children to improve their children's achievement.
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family engagement programs, and build ties between the families and the school.
- To the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with Head Start and other public preschool programs.
- Provide two-way communication that ensures information related to school and family programs, meetings, and other activities is communicated with families in a format and, to the extent practical in a language the families can understand.
- Provide such other reasonable support for family engagement activities as families may request.

Alief ISD may also:

- Involve families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training by assessing family needs and concerns.
- Provide necessary literacy training to families.
- Pay reasonable and necessary expenses associated with local family engagement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and training.
- Train families to enhance the involvement of other families.
- Seek feedback from families to arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other staff with parents/families who are unable to attend such conferences at school to maximize family engagement and participation.
- Adopt and implement model approaches to improving family engagement.
- Establish a district-wide family advisory council to provide advice on all matters related to family engagement in programs supported under this section.
- Develop appropriate roles for community-based organizations and businesses in family engagement activities.

Coordination with Other Programs

To avoid duplication of services and to ensure coordination of resources, the district will coordinate family engagement strategies and activities across programs. Coordination will occur with:

- Community-based organizations outside of the district, such as Communities In Schools and the YMCA.
- Departments within the district.
- District and campus site-based decision-making councils.

Annual Evaluation

An annual evaluation of the content and effectiveness of the family engagement policy will be conducted. The evaluation will:

- Seek to determine if implementation of the policy helped to improve the academic quality of schools.
- Seek to identify barriers to greater participation by families.
- Result in revisions to the family engagement policy, if necessary, to design strategies for more effective family engagement.
- Involve the district Family Engagement Advisory Council (FACE).

- Be shared with campuses and the community.

Family Engagement in School Activities

Family Engagement in school activities will be encouraged at all levels. Families will have opportunities for engagement through:

- Patron presentations at monthly Board of Trustee meetings.
- The district Educational Improvement and Family Engagement Advisory Councils.
- A variety of volunteer and mentor programs at schools.
- Schools will seek to engage families by holding annual meetings to inform families of the school's participation in federal programs and of the families' right to be involved, holding a flexible number of meetings for families, providing organized, ongoing, and timely planning, reviewing and improving the academic program at the school, and providing timely information concerning programs on campus, school, and student performance profiles, as well as information about the curriculum.

Alief Family and Community Engagement (F.A.C.E.) Advisory Council

The Alief Family and Community Engagement (F.A.C.E.) Advisory Council is a district-wide council composed of family members, staff and community members. The Council meets two times a year. The purpose of the F.A.C.E. Council is to contribute to the success of Alief ISD students by advising and taking action towards increasing family and community engagement in Alief ISD.

MISSION

Alief's Family and Community Engagement Department will establish meaningful and effective partnerships with all stakeholders and will develop and assist in the implementation of a comprehensive plan that will promote an integrated focus on:

- ➔ Student academic success.
- ➔ Family and community services.
- ➔ Effective support systems.

which will lead to the following outcomes:

- ➔ Opportunities that lead to improved student success
- ➔ Stronger and equipped families
- ➔ Informed and healthier communities

For more information, please contact the Alief Family and Community Engagement office at 281-498-8110 ext. 29192 or e-mail Shanceler Terry, Coordinator of Family and Community Engagement, Shanceler.Terry@aliefisd.net.

NOTIFICATION TO PARENTS/GUARDIANS OF TEACHER QUALIFICATIONS

As a parent of a student in Alief ISD, you have the right to know the professional qualifications of the classroom teachers who instruct your child.In addition, parents will be notified if their child is assigned to or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

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This notice is provided annually in accordance with federal law. Federal law also requires the district to provide this information in a timely manner upon request.Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- Whether the teacher is teaching in the field of discipline of his or her certification.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

Requests for this information may be submitted in writing or by contacting your campus principal.

REVIEWING INSTRUCTIONAL MATERIALS

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids, instructional materials used in the curriculum and to examine tests that have been administered to your child. Alief Independent School District has adopted a policy in compliance with Sec 26.006 of the Texas Education Code.

Reviewing Instructional Materials:
Instructional plans (Year-at-a-glance) or syllabus for each core content area are posted publicly on the district website (Departments > Curriculum & Instruction) in accordance with SB 12 for parent accessibility. A link is available for parents to ask questions or inquiry and receive support for instructional materials.

HUMAN SEXUALITY INSTRUCTION

Alief ISD will provide human sexuality instruction to district students in grades 6-12.

- Health for High School Credit – all students enrolled in health classes will receive instruction pertaining to the prevention of pregnancy and sexually transmitted disease using an abstinence plus approach. The Alief ISD curriculum follows the state standard of teaching abstinence as the only 100% effective method of preventing pregnancy and sexually transmitted diseases, and will also include abstinence plus instruction.
    - Abstinence Plus Education – Choosing The Best
    - P.A.P.A. Curriculum
- Middle School-all students will receive instruction pertaining to the prevention of pregnancy and sexually transmitted disease using an abstinence plus approach. The Alief ISD curriculum follows the state standard of teaching abstinence as the only 100% effective method of preventing pregnancy and sexually transmitted diseases, and will also include abstinence plus instruction.
    - Abstinence Plus Education – TBD
- Intermediate School-all students enrolled in health and physical education classes will receive instruction pertaining to the prevention of pregnancy and sexually transmitted disease using an abstinence only approach. The Alief ISD curriculum follows the state standard of teaching abstinence as the only 100% effective method of preventing pregnancy and sexually transmitted diseases.
    - Curriculum TBD
    - Curriculum TBD

Your right as a parent/guardian entitles you to review the curriculum materials. In addition, you may remove your child from part of this instruction with no academic, disciplinary, or other penalties. You may also become more involved with the development of curriculum used for this purpose by becoming a member of the district's School Health Advisory Council (SHAC) by contacting Monique Franklin at (281) 498-8110, ext. 29067.

VISITING YOUR CHILD'S SCHOOL

Before visiting any area of the building, visitors and parents/guardians must always present some form of photo identification. All visitors must check in through the Raptor System in the front office.

The Raptor Security System has the ability to scan all state drivers' licenses or state-issued identification cards and perform background checks. Anyone with the following forms of identification will be processed through the Raptor system. Once cleared, you will be issued a visitor's pass and allowed to proceed to your destination.

- Driver license (issued by any state in the U.S.)
- Identification card (issued by any state in the U.S.)
- Government issued Passport (i.e.U.S.A., other nationalities, Matricula, etc)
- U.S. permanent resident card (also known as a green card)

Any visitor who has any photo identification other than those listed above will be allowed to enter the facility but must be accompanied to their destination by a staff member.

While parent visits are encouraged, any visit deemed as educationally disruptive will not be permitted. Visits during the instructional day should be coordinated with the campus administrator before the date. In an effort to minimize distractions and maximize student learning, the campus administration will determine parents' length of visit. Parents/Guardians are welcome to have lunch with their child. However, due to limited space, some schools limit lunch visits to specific days. After the first week of the school year, parents/guardians may not accompany children to class. Students will be supervised by staff as they proceed to class.

If you have questions about the class you observe, leave your name and phone number in the office so that the teacher or campus administrator can call you to schedule a conference during non-instructional times. **State law prohibits the interruption of class.**

If you have any questions or concerns, please call the school first to talk with the teacher. If you still need more information, talk with the building administrator (principal or assistant principal) who supervises your child's grade level. If you feel you still have unanswered questions after conferences with the teachers and administrators, contact the Instruction department at the Administration Building at 281-498-8110 for instructional issues and the Student Services department at 281-988-3100 for discipline issues.

STUDENT RECORDS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents/guardians and eligible students certain rights and privacy. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

To examine your child's cumulative records, send a written request to the school principal for an appointment to review them. If a parent requests copies, it takes at least one (1) business day to gather information and make copies of academic records.

Parents/Guardians may be denied copies of a student's records:

- after the student reaches 18 years old
- when the student is attending an institution of post-secondary education

If the student qualifies for free or reduced-price lunches and the parents/guardians are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided.

By law, both parents/guardians, whether married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent's designee is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents/Guardians of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District, or cooperatives of which the District is a member or facilities with which the District contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

- working with the student
- considering disciplinary or academic actions, the student's case, or a student's Individual Education Plan (IEP)
- compiling statistical data
- investigating or evaluating programs
- reviewing an educational record to fulfill the official professional response
- investigating or evaluating a program
- a school or institution of post-secondary education to which a student seeks or intends to enroll or in which he or she is already enrolled

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records.

Students over 18 and parents/guardians of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester 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, parents/guardians and students are not allowed to contest a student's grade in a course through this process. Parents/Guardians or students have the right to file a complaint with the U.S. Department of Education if they feel that the District is not in compliance with the law regarding student records.

The parent's or student's right of access to and copies of student records does not extend to all records.

For Special Education records, please contact the Special Education Office at 281-498-8110 ext. 83228.

CHANGE OF ADDRESS OR TELEPHONE NUMBERS

Students who change their home addresses or telephone numbers are required to report this information with supporting documentation to the Registrar's Office and/or their assistant principal's office as soon as the change is known. Necessary documentation for an address includes a current utility bill and/or a copy of the lease or deed to the residence. State law requires all students to have accurate and up-to-date addresses and telephone numbers.

TRANSFERS/WITHDRAWALS

Parent(s) should notify the school's office as they anticipate withdrawing or transferring their child **(even if an exact date is unknown).**

It takes at least one business day and sometimes more to clear all records and complete a report card. In order for the school to release school records to a parent, all textbooks, library books, and other school property must be turned in and payment made for any lost or damaged school property.

The parent who enrolled the student must be the same parent who signs the withdrawal form. This completed form will enable the child to be enrolled in the new school. Cumulative records will be sent directly to the new school when the student is enrolled and a request is received from the new school.

When a family moves to a different attendance zone within AISD during the school year, Board policy allows the student to complete the balance of the school year before having to transfer to the school that serves the new home address. This privilege is contingent upon the **parent providing transportation,** and the student maintaining **satisfactory attendance and prompt arrival/pick-up, and no disciplinary infractions.** For information on in-district transfers, call 281-988-3100.

Board Policy FDE (LOCAL) provides for a student or parent to make a request to transfer schools if the student attends a campus identified by the Texas Education Agency as persistently dangerous, or if the student was a victim of a violent criminal offense while in school or on the grounds of the school the student attends. The request must be made within 14 calendar days. The school district must respond to the request within ten school days. The transfer shall be approved and renewed as long as the campus continues to meet the criteria for designation as persistently dangerous, or the threat to the student continues on the campus to which the student would typically be assigned. The district will provide transportation for any student for whom a transfer is approved under this policy.

DRIVER'S LICENSE VERIFICATION OF ENROLLMENT FORMS (VOE)

A completed and signed VOE form is required by the Department of Public Safety (DPS) in order to apply for a Texas driver's license. VOE forms are available in the attendance office where the student is currently enrolled and are provided at no charge. VOE forms that are submitted for verification to the attendance office will be available for pick up after 24 hours. The student will present the completed form to the DPS office.

Any VOE issued during the school year expires 30 days after issuance. Any VOE issued the last 5 days of the school year will expire the first day of the following school year. **Verification forms needed during the summer should be obtained before the last day of the school year.**

Texas Education Code, Section 25.092 states that a student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered. The 90% attendance rule applies when determining VOE eligibility. Absences are totaled by semester and include excused absences, unexcused absences, and suspensions.

VOE Eligibility:

An eligible student is one who is currently enrolled at the time the student applies for the VOE AND who also meets one of the following requirements:

1. received credit for each class the semester prior to application for the VOE (If applying in the fall semester,then credit from the previous spring semester will be reviewed. If applying in the spring semester, then credit from the fall semester will be reviewed) OR
2. did not receive credit, but met minimum attendance for class credit (90% Rule = fewer than 10 absences) for each class the semester prior to application for the VOE (If applying in the fall semester, then attendance from the previous spring semester will be reviewed. If applying in the spring semester, then attendance from the fall semester will be reviewed) OR
3. did not receive credit nor met the attendance requirement, but has successfully completed a credit recovery plan established by the school to receive this VOE form.

SCHOOL SAFETY TRANSFERS

Parents/Guardians may request a transfer of a child to another classroom or campus if the child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is ***not*** provided for a transfer to another campus. This request is made at the Alief Support Facility, 14051 Bellaire Blvd., Ste. 200, Houston, TX 77083.

Parents/Guardians may request the transfer of their child to another campus if the 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.

Though Alief ISD has no schools with this classification, parents/guardians may request the transfer of their child to attend a safe public school in the district if the child attends school at a campus identified by TEA as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

If a child has been determined by the district to have engaged in bullying, the district may decide to transfer the child to another campus. Transportation is ***not*** provided in this circumstance.

EMERGENCY PROCEDURES

Alief Independent School District's Crisis Procedure Manual is designed to minimize danger to anyone occupying a school should an emergency occur. The main objective is to attend to the health and welfare of all students in the event of a crisis and to see that students get home safely.

It is impossible to foresee all potential emergencies, but the district has researched the most effective way to use its resources to respond immediately to those emergencies that cannot be avoided. Any disaster will disrupt the "normal" way of doing things. We need to work together to minimize the inconvenience.

IN MOST EMERGENCIES YOUR CHILD WILL REMAIN AND BE CARED FOR AT THE SCHOOL HE/SHE ATTENDS. IN THE RARE EVENT THAT AN EMERGENCY AFFECTING THE SCHOOL YOUR CHILD ATTENDS PROHIBITS RE-ENTRY TO THE BUILDING (SUCH AS A BROKEN GAS OR WATER MAIN, A FIRE, SUDDEN LOSS OF UTILITIES DURING BAD WEATHER), STUDENTS AND STAFF WILL BE MOVED IMMEDIATELY TO AN ALTERNATE SITE.

You are asked to follow this procedure if you hear of any school emergency:

- CHECK YOUR CELL PHONE FOR MESSAGES AND TURN ON YOUR RADIO OR TELEVISION. The district will employ timely call-outs and text-outs to communicate with parents regarding incidents on campus. The district may also communicate via Remind, our district website as well as our local television and radio stations.
- PLEASE DO NOT TELEPHONE THE SCHOOL. Schools have limited phone lines, which MUST be used to respond to the emergency.
- PLEASE DO NOT ATTEMPT TO CONTACT YOUR CHILD BY CELL PHONE until the emergency has been identified. If it is a gas leak, the cell phone could cause an explosion.
- PLEASE DO NOT COME TO THE SCHOOL UNLESS REQUESTED TO PICK UP YOUR CHILD AT THE SCHOOL.
- YOU WILL BE INFORMED WHERE AND WHEN TO PICK UP YOUR CHILD. Unnecessary traffic may block police, EMS and fire departments from gaining access and assisting at your child's school.

SAFETY AND SECURITY

The Alief ISD Police Department was established to ensure the safety and security of students, employees, and property of the District. The officers in this department are commissioned peace officers and are authorized to enforce criminal laws of the State of Texas. Members of this department also provide assistance to campus administrators in exceptional situations such as the emergency removal of any student or person who threatens either the safety or welfare of any individual on that campus or the efficient operation of the school.

The law enforcement duties of Alief ISD Police officers are to provide the administration, students, and staff of the district with the highest level of professional police services possible. The education of our youth being paramount, and a safe learning environment being conducive with the goals and objectives of the district, it is therefore the responsibility of the Police Department to provide all lawful means of safety and security to the district in the most cost-effective manner while respecting the rights of all individuals.

Representatives from city, county or state law enforcement agencies may conduct business within the District. In addition to law enforcement agencies, the Department of Family and Protective Services may also conduct business with Alief ISD. AISD Board policies GRA (Legal) and GRA (Local) require that these officials, upon verification of identity, be allowed to interview students at the school. Efforts will be made to protect the privacy of the student in question, and to provide notification of the contact to the student's parent or guardian.

Gang-Free Zone – 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.

Searches – In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may conduct random searches. School officials may search a student's outer clothing, pockets or property by establishing reasonable cause or securing the student's voluntary consent.

- Student 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 and lockers may be conducted when there is reasonable cause 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.

- Vehicles parked on school property are under the jurisdiction of the school. School officials may search vehicles at any time there is a reasonable cause to do so. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others.

K-9 Dogs – The district will use K-9 dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol and explosives. At any time, K-9 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 K- 9 dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a K-9 dog alerts may be searched by school officials.

Video Cameras – For safety purposes, video/audio recording equipment is used to monitor student behavior 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/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

ALCOHOL, CONTROLLED SUBSTANCES, AND E-CIGARETTES/VAPOR PRODUCTS/ TOBACCO PROHIBITED

The district and its staff strictly enforce prohibitions against the use of alcohol, controlled substances, synthetic substances and tobacco products by students and others on school property and/or at school-sponsored and school-related activities.

BULLYING

Bullying Prohibited: 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.

Bullying is 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 through electronic means or physical conduct.

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.
2. Is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student.
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school.
4. Infringes on the rights of the victim at school.

Cyberbullying is 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.

This conduct is considered bullying if it:

1. Occurs on or off school property, at a school–sponsored or school-related activity or in a vehicle operated by the District.

2. Interferes with a student's educational opportunities or substantially disrupts the operation of a classroom, school, or school-related activity.

➔ **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 statement, 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. Anonymous reports may be made to the school through the district or school website homepage. All allegations are investigated. Guardians will be informed at the start of the investigation and the conclusion.

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.

- **Prohibited Conduct:** The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by school board 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 of 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 (10) 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 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.GANG

- **Notice to Parents/Guardians:** The principal or designee shall notify the parent/guardian of the alleged victim within 3 business days after the incident is reported. The parent/guardian of the alleged bully will be notified in a reasonable amount of time after the incident.

District Action:

Bullying: If the results of an investigation indicated 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/guardians and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers: The principal or designee shall refer to school board policy 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.

Appeals:

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or Campus Behavior Coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at https://pol.tasb.org/PolicyOnline/PolicyDetails?key=584&code=FNG#localTabContent

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

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.

Prevention: In an effort to prevent bullying and harassment, Alief ISD conducts anti-bullying programs throughout the year. Information on programs can be found at www.aliefisd.net under Departments/Student Support Services/Prevention and Safe Schools.

HARASSMENT

Sexual Harassment – The District believes that every student has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. The District considers sexual harassment of students to be serious and will consider the full range of disciplinary options, up to and including police investigations and expulsion from school, according to the nature of the offense.

All students are expected to treat one another courteously —to respect other people's feelings, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by word, gesture, or any other intimidating sexual conduct, including requests for sexual favors that the other student regards as offensive or provocative.
Students and/or parents/guardians are encouraged to discuss their questions or concerns about the expectations in this area with the teacher, the principal or designee, or the District's Title IX Coordinator for students.

A student and/or parent in a conference may present a complaint alleging sexual harassment by another student, or sexual harassment or sexual abuse by a staff member, with the principal or designee or with the Title IX and ADA Coordinator (Student Code of Conduct section). A conference will be held with the student. The conference will be scheduled and held as soon as possible within ten (10) days of the request. The principal or Title IX and ADA Coordinator will coordinate an appropriate investigation which ordinarily will be completed within ten (10) days. The student or parent will be informed if extenuating circumstances delay completion of the investigation. The student will not be required to present a complaint to a person who is the subject of the complaint.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent, within ten (10) days, may request a conference with the Superintendent or designee by following the procedure set out in Board Policy. If the resolution by the Superintendent or designee is not satisfactory, the student or parent may present the complaint to the Board as provided by policy.

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. 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.

CHILD ABUSE

Suspected Child Abuse – As Texas State Law requires, school employees are to report suspected cases of child abuse or neglect to Children's Protective Services or the Houston Police Department **within 24 hours** for possible investigation. Parents/Guardians may not always be contacted prior to making such a referral.

Child Sexual Abuse and Other Maltreatment of Children
The District has established a plan for addressing child sexual abuse and other maltreatment of children. 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. 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 campus 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 (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your country as well as additional prevention and reporting resources, you may access: https://www.aliefisd.net/o/aisd/page/child-abuse-prevention-and-reporting

COMPLAINTS BY STUDENTS/PARENTS/GUARDIANS

During the course of the school year, there may be times when parent questions, concerns, or disagreements arise over a situation, action or decision from the school or school personnel. Individuals involved in the complaint or concern usually want the opportunity to resolve these issues first. Therefore, it is important for resolutions to be secured at the campus.

At the campus level:

- Conference with the teacher or staff member with whom the concern arises
- Conference with the supervising administrator

- If the supervising administrator is not the principal, then conference with the principal

In most cases, student or parent complaints or concerns can be resolved at the campus level. However, if this is not the case, contact the following central administration departments for information regarding specific complaint processes for the following areas:

- Instructional or general school concerns, contact the Associate Superintendent for the campus 281-498-8110
- Enrollment or disciplinary concerns 281-988-3100
- Special Education concerns 281-498-8110 ext. 83228
- Nutrition concerns 281-988-3420
- Transportation concerns 281-983-8400
- Alief ISD Police concerns 281-498-3542
- Safety and Facilities 281-498-8110 ext. 29150
- Attendance and Truancy 281-498-8110 ext. 29058

Typically, problems and issues can be resolved at the campus or central administration with an informal conference. However, if the issue is still unresolved, the District provides a formal process for the complaint to be addressed. The District's entire complaint policy is outlined in FNG (LOCAL), which can be accessed online through the AISD website: https://www.aliefisd.net/boardpolicy.

PUBLICITY GUIDELINES

Alief ISD often recognizes students, staff, and other key stakeholders through printed materials, press releases to the media, and other external and internal online-based communications, including posts on social media platforms and the district, campus, and department websites. The district also releases news to media organizations, such as publishers, radio stations, and television channels. The publicity may include original work, photos, videos, and voice recordings of the student.

Under Texas Education Code 26.009, an employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:

1. purposes of safety, including the maintenance of order and
2. discipline in common areas of the school or on school buses;
3. a purpose related to a co-curricular or extracurricular activity;
4. a purpose related to regular classroom instruction;
5. media coverage of the school; or
6. a purpose related to the promotion of student safety under Section 29.022.

CAMPUS COMMITTEES

A **Shared Decision-Making Committee (SDC)** has been established on each campus to assist the principal in creating campus performance objectives and strategies. The SDC consists of the principal or principal's

designee, campus professionals, parents, and business and community representatives. The SDC meets monthly either before or after school hours.

A **Language Proficiency Assessment Committee (LPAC)** has also been established on each campus to monitor the progress of the bilingual, ESL students, and students participating in language programs of choice. The LPAC consists of the principal, campus professionals, (bilingual and ESL certified), BIL/ESL instructional paraprofessional, and an LPAC trained representative (non- employee).

Families Actively and Meaningfully Engaged (F.A.M.E.) Committees - Each campus has an established F.A.M.E. Committee. Each campus's F.A.M.E. Committee is composed of family members, staff and community members. The committee meets at minimum each grading period . The purpose of the F.A.M.E. Committee is to contribute to the success of Alief ISD students by advising and taking action towards increasing family and community engagement on each individual campus. Each F.A.M.E. committee collaboratively creates and assists in the implementation of their respective annual campus F.A.M.E. plan.

For more information, please visit your child's campus Family Engagement Center or contact your child's campus front office.

VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)

Each year dedicated community members freely give of their time and talents to help Alief ISD students and staff. Individuals interested in chaperoning a field trip or volunteering in another manner should annually complete the online Volunteer Application, clear a criminal history check, and attend a campus orientation before volunteering. Individuals interested in helping only in the Family Center should annually complete the online Family Center Volunteer Application. All volunteers will sign in at the front office and be checked in using Raptor. Volunteer applications are accepted between July and April and take approximately 2-3 weeks to process.Please call 281-498-8110 ext. 29029 or visit our website at https://www.aliefisd.net/o/aisd/page/volunteers-in-public-schools for more information.

MENTORS

Mentors provide students with emotional support, encouragement, approval, belonging, security, emotional well-being, and self-confidence. Mentors are role models, listeners, and guides to students. By volunteering at the school one-on-one with students, mentors can help them to accept responsibility, use good study habits, make positive choices, learn problem-solving skills, improve academic achievement, reduce absenteeism/dropout rate and have a better peer relationship.

All mentors must complete an online volunteer registration form, clear a criminal history check, receive a volunteer photo ID badge and attend a 45-minute training held on zoom or in person located at the administration building before mentoring a student.

If you would like to become a mentor or have a mentor for your child, please contact your child's counselor or call 281-498-8110, extension 29020.

SCHOOL-COMMUNITY PARTNERSHIPS

Business and Community Partnerships give area businesses and community organizations an opportunity to become involved in the schools. Some examples of ways to become involved are:

- participating in career days
- providing internships or sponsoring special activities
- providing funding and equipment to increase the use of technology in classrooms
- providing scholarships to graduating seniors
- assisting with after-school programs or serving as readers and math tutors
- donating resources and incentives or providing programs and learning materials
- participating in mentoring programs or underwriting or assisting with funding for campuses
- serving as judges or guest speakers or providing in kind support for programs and events

To learn more about how you, your employer or organization can develop a partnership with the Alief Independent School District, please call the Public Relations Department at 281-498-8110, extension 29020.

SCHOOL HOURS

Pre- Kindergarten Hours

PK (Elementary Campus) 7:55 AM - 3:20 PM

Tardies start at 7:55 AM

Part-of-Day Absences start at 8:25 AM

The official attendance taking time is 10:00 AM

PK (Early Learning Center) 8:15 AM- 3:40 PM

Tardies start at 8:15 AM

Part-of Day Absences start at 8:45 AM

The official attendance taking time is 10:00 AM

Elementary School Hours
7:55 AM − 3:20 PM

Tardies start at 7:55 AM

Part-of-Day Absences start at 8:25 AM

The official time attendance is taken is 10:00 AM

Intermediate School Hours
8:35 AM − 3:50 PM

Tardies start at 8:35 AM

Part-of-Day Absences start at 9:05 AM

The official attendance taking time is 11:00 AM

Middle School Hours
8:40 AM − 4:00 PM

Tardies start at 8:40 AM

Part-of-Day Absences start at 9:10 AM

The official attendance taking time is 10:20 AM
10:30 AM (Albright Only)

High School Hours
(except AECHS, Kerr, and ALC)
7:10 AM − 2:35 PM

Tardies start at 7:20 AM

Part-of-Day Absences start at 7:50 AM
The official attendance taking time is 10:00 AM

AECHS

7:10 AM − 2:35 PM

Tardies start at 7:20 AM

Part-of-Day Absences start at 7:50 AM
The official attendance taking time is 10:00 AM

Kerr

7:05 AM − 2:30 PM

Tardies start at 7:15 AM

Part-of-Day Absences start at 7:45 AM
The official attendance taking time is 9:30 AM

ALC (all grade levels)
8:45 AM − 4:20 PM

Tardies start at 9:07 AM

Part-of-Day Absences start at 9:37 AM
The official time attendance is taken is 10:00 AM
Students are expected to be in their classroom ***before*** the tardy bell rings.

The Young Women's Leadership School
8:45 AM − 4:20 PM

Tardies start at 9:07 AM

Part-of-Day Absences start at 9:15 AM
The official time attendance is taken is 10:00 AM
Students are expected to be in their classroom ***before*** the tardy bell rings.

ALL MIDDLE and HIGH SCHOOLS WILL PARTICIPATE IN PLC EARLY RELEASE WEDNESDAYS

Tardy, part-of-day absences, and official attendance times are the same as on regular school days.

Middle School

8:40 AM − 2:45 PM

High School

(except AECHS, Kerr, and ALC)

7:10 AM − 1:35 PM

AECHS

(PLC early release will occur FRIDAYS)

7:10 AM − 1:35 PM

Kerr

7:05 AM − 1:30 PM

ALC (all grade levels)

8:45 AM − 2:20 PM

The Young Women's Leadership School
8:45 AM − 2:20 p.m

ATTENDANCE

Attendance Policies
The Alief Independent School District has adopted an attendance policy which is in compliance with the state guidelines for compulsory attendance found in Chapter 25 of the Texas Education Code (TEC).

- A child who is required to attend school under this section must attend school each school day for the entire period the program of instruction is provided. (TEC 25.085(a))
- Unless specifically exempted by TEC 25.086, a child who is at least six years of age or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 19th birthday must attend school. (TEC 25.085(b))
- On enrollment in prekindergarten or kindergarten, a child must attend school and follow the attendance laws. (TEC 25.085(c))
- A person who voluntarily enrolls in school or voluntarily attends school after the person's 19th birthday must attend school each school day for the entire period the program of instruction is offered.
    - 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.
    - 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. (TEC.25085(e) and FEA (local)).

Annual Warning Notice
In this section "parent" includes a person standing in parental relation. (TEC 25.095(d))

At the beginning of the school year, a school district shall notify the parent in writing that if the student is absent from school on 10 or more days or parts of days within a 6-month period in the same school year, the parent is subject to prosecution for "parent contributing to non-attendance," and the student is subject to referral to a truancy court for truant conduct under Family Code 65.003(a). (TEC 25.095(a))

Part-of-day absences are defined as when a student arrives 30 or more minutes late to school, arrives 30 or more minutes late to a class, skips a class, or is picked-up early before the school day is over.

When a student has been absent from school, without excuse, for three days or parts of days, the school district shall notify the parent. This notice must:

- inform the parent that it is the parent's duty to monitor the student's attendance and require the student to attend school;
- inform the parent that the student is subject to truancy prevention measures, such as but not limited to, a behavior improvement plan, school-based community service, referrals to either in-school or out-of-school counseling or other social services, or any other measures considered appropriate by the district. (TEC 25.0915), and

- request a conference between school officials and the parent. (TEC 25.095(b))

Parent Contributing to Non-attendance

If a warning notice is issued as required by TEC 25.095(a), the parent, with criminal negligence, fails to require the child to attend school as required by law, and the child has absences for the amount of time specified under Family code 65.003(a), the parent commits an offense. (TEC 25.093(a))

A court of law may impose penalties against a student's parent if a student is 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.

The above is a misdemeanor punishable by fine only and not to exceed $500.00 plus applicable court costs. Each day the child remains out of school may constitute a separate offense. (TEC 25.093(c) (c-1))

If you have questions about your child and his or her absences, please contact your child's campus and speak to the attendance clerk or contact an attendance counselor/truancy prevention facilitator at 281-988-3348.

Truant Conduct

- A student engages in truant conduct if he/she:
  - is 12 years of age or older and younger than 19 years of age;
  - is required to attend school under TEC 25.085; and
  - fails to attend school on ten or more days or parts of days within a six-month period in the same school. (Family Code 65.003(a))
- Truant conduct may be prosecuted as a civil case in truancy court. (Family Code 65.003(b))
- The truancy court shall determine and order appropriate actions for a student who has been found to have engaged in truant conduct. (Family Code 65.102(a))
- The court order may include actions such as, but not limited to, requiring the student to:
  - attend school without unexcused absences;
  - attend a preparatory class for the high school equivalency exam;
  - take the high school equivalency exam if the student is over 16 years of age;
  - attend a special program, such as programs for alcohol and drug abuse, rehabilitation, counseling, job skills training, parenting skills, manners, violence avoidance, sensitivity, or mentoring;
  - complete no more than 50 hours of community service; and
  - participate in a school tutorial program for a specified number of hours. (Family Code 65.103(a))
- If a student fails to obey an order issued by a truancy court, the court may hold the student in contempt of court and order the student to pay a fine not to exceed $100. (Family Code 65.251(a))

What to do When Your Child Misses School

If it is necessary for your child to be absent, email the attendance clerk, send a message in Parent Square, or send a signed and dated note that states:

1. the student's full name and grade,
2. a detailed reason for the absence, and
3. the date(s) of the absence.

The absence note or email must be delivered to the attendance office within three (3) school days of returning to school or the absence will remain unexcused and count towards the student being truant from school. The responsibility belongs to the student/parent to ensure that the school attendance office has received the signed

note or email within three (3) school days. Please note that the district is not required to excuse an absence, even if the parent provides a note or email explaining the absence.

When a student's absence for illness exceeds five (5) consecutive days, the principal or attendance review committee may require a student to provide a note from the doctor to verify the condition that caused the student's extended absence from school. (FEC (local))

If a student has established a questionable pattern of absences, the principal or attendance committee may require a student to provide a note from the doctor after only one (1) absence. (FEC (local))

If you must take your child out of school before dismissal time, you will need to sign your child out of school in the office. Your child will stay in the classroom until you arrive. If it is necessary for someone else to pick up your child, that person should be listed as an emergency contact in ESP. If not, you'll need to send a signed and dated note with your child. The person picking up your child must be prepared to show identification to the office staff.

Serious or Life-Threatening Illness or Related Treatment **-** If a serious medical or mental illness or related treatment makes attending school impossible, a form obtained from the campus attendance office or district attendance website can be completed by the doctor and submitted to the attendance office to excuse the absences.

Doctor Appointments **–** If a student or a student's child must attend an appointment with a healthcare professional, including mental healthcare professionals please try and schedule the appointment before the school day starts or after the school day is over. If this is not possible, allow the student to attend school and then be released to go to the appointment or go to the appointment and then attend school. Provide a clinic note or doctor's note upon return.

Physical Education Excuse **–** If an illness or injury is serious enough to limit your child's participation in physical education, a parent note or medical excuse must be provided to the school stating the reason for limiting or not participating in physical education. If the excuse is for more than three (3) days, the student must have a statement from a medical professional specifying the need and the approximate length of the recuperative period.

Religious Holy Days **–** If a student must miss school for a religious holy day(s), the parent should provide the school with a letter from the religious leader or a parent note or email. To be considered a religious holy day, the day should be one generally recognized by the student's religious denomination as a holy day that is required to be observed by all members of that denomination on that day. Religious retreats, camps, mission trips, and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.

Funerals **–** If a student must miss school for a funeral, the parent must provide the school with a letter or email for the day(s) to be considered for excuse. The letter should state: (1) the relationship of the deceased to the student, (2) the date of the funeral, and (3) the location of the funeral. Providing the school with a copy of the obituary or funeral service program is also a good practice.

College Visits **–** College or Institutions of Higher Education Visits - A junior or senior student is allowed up to two (2) days of excused absences in his/her junior year and up to two (2) days of excused absences in his/her senior year to visit an accredited college or institution of higher education provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Armed Services Enlistment Activities **–** A student who is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard may be excused from school for no more than four (4) days while the student is enrolled in high school in order to complete enlistment activities. A student shall be required to submit proof of such activities to the campus.

Extracurricular Activities **–** A student who meets eligibility requirements may miss up to fifteen (15) days in the school year for competitions and performances sponsored by UIL or other organizations approved by the Board. (FM (local))

Military Families **–** 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. A copy of the military order with the date and location of deployment, the date of leave, and/or the date of return must be submitted to the principal before the absences occur.

Court Appearances **–** Absences for required court appearances when the student has received a summons, subpoena, or traffic ticket, must be supported with a letter from the court with the student's name on it. Absences to meet with probation officers and other absences related to court-ordered activities outside the courtroom do not qualify as required court appearances.

Minimum Attendance for Class Credit

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends 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, which allows the student to fulfill the instructional requirements for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed a 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, if appropriate. (TEC 25.092 and FEC (local))

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days.
- Absences for religious holy days will be considered as days in attendance and will not count against a student.
- 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 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 discuss ways to earn or regain credit.
- 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.

Provision for Appeal **-** The process for appeals on excessive absences starts with the parent/student and his/her assistant principal. The appeal may go to an Attendance Review Committee made up of teachers, counselors, and administrators.

HOMEWORK POLICY

Purpose:

The homework policy is designed to help each child reach his/her academic potential and develop habits of self-discipline and responsibility. The policy also is intended to foster increased communication between the school and home. Homework may be assigned daily by subject. Homework assignments are intended to help students:

- DEVELOP independent study habits
- REINFORCE classroom learning
- ENRICH student lives through independent projects
- INVOLVE parents/guardians in their child's education

Responsibilities:

- Principals and teachers implement the homework policy
- Parents/Guardians monitor their child's completion of daily homework assignments
- Teachers verify completion of homework
- Utilization of AI assistance for all class assignments (including homework & make-up work) must follow the appropriate AI utilization policy (referenced above in handbook).
- Parents, students, and the school share responsibility in providing an opportunity for the student to be successful

MAKE-UP WORK

If a student has missed work and his/her absence is not due to truancy, the teacher will make every effort to give the student the opportunity to make up the work. It is the student's responsibility to arrange a make-up schedule upon his/her return to school. The teacher will schedule the time. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student is absent several days in a row, the student should make arrangements convenient for the teacher. Missed work or tests should be made up before or after school, not during class time. The student has an equal number of days absent to make up missed work

Home assignments should not be requested unless the student is able to work on them. The assignments will be due when the student returns to school if home assignments have been requested. The teacher may extend this period if conditions warrant.

SCHOOL CLINIC

Alief ISD is committed to supporting student health, safety, wellness, and academic success through comprehensive school health services. School nurses and clinic staff work collaboratively with families, campus

staff, healthcare providers, and community partners to promote a safe and healthy learning environment for all students. School clinic services are intended to support students during the school day through routine health-related services such as first aid and injury evaluation, illness assessment, monitoring, and support, medication administration, chronic disease management, health screenings and referrals, and coordination of health and emergency services. If a parent/guardian wishes to decline any routine health-related service, the school nurse must be notified in writing.

Each campus is supported by trained health services personnel, including a Registered Nurse, under the direction of the Alief ISD Health Services Department.

All medical treatment administered by the district is governed by Texas law and district board policy (FFAC).

Student Illness or Injury at School

Students who become ill or injured during the school day should notify their teacher and request permission to visit the clinic. The school nurse will assess the student's condition to determine the appropriate care and determine if the student can remain at school.

The parent/guardian or emergency contact will be contacted if a student:

- Has a fever of 100°F or higher
- Experiences vomiting or diarrhea
- Exhibits symptoms of a contagious illness
- Has an undetermined rash
- Sustains an injury requiring further evaluation
- Is unable to participate safely in classroom activities
- Experiences unreasonable physical discomfort due to illness or injury
- Requires medical follow-up or observation

Students are unable to attend school if they have symptoms that could interfere with learning or increase the risk of spreading illness to others. To return to school, students must be fever-free, diarrhea-free, and vomit-free without the use of medication.

In the event of a serious illness or injury, school staff may provide emergency first aid and activate Emergency Medical Services (EMS). Parents/guardians will be notified as soon as possible, and school personnel will remain with the student until a parent, guardian, or emergency contact arrives. The district is not responsible for costs associated with emergency medical care or transportation.

Clinic Procedures

If clinic staff determine that a student cannot finish the day because an illness or injury will affect learning, requires urgent medical attention, or possibly has a communicable disease, staff will notify the parent/guardian of the student's condition and request that the student be picked up from school. Students may not leave school until released by clinic staff or campus administration.

All health-related communication regarding student illness or injury will be made through official school communication by the clinic staff or campus administration. Students should not use their cell phone or classroom phones to request parent pickup. Students who are sent home from the clinic must be signed out at the campus by a parent or emergency contact.

It is the responsibility of the parent/guardian to provide transportation for students who need to be picked up from school due to illness or injury, and to seek medical care if the student's condition warrants.

Medications at School

Students may require medication during the school day to safely participate in school and school-related activities. Whenever possible, medications should be administered at home. Medication administered during school hours will be provided only when necessary for the student to remain in school and participate in learning. District board policy (FFAC) and state laws govern medication administration in the school setting to promote student safety and proper medication management.

All medications must be provided by the parent/guardian along with a written medication administration authorization signed by the parent/guardian. Prescription medications require additional authorization from a licensed healthcare provider.

Nonprescription (over the counter) medications must be in the original container with the manufacturer's label and will be administered according to labeled directions unless otherwise authorized by a licensed healthcare provider.

Prescription medications must be in an appropriate medication container labeled with the student's name, medication name, dosage and administration instructions, and the name of the prescribing healthcare provider. Medications will only be administered according to the written authorization provided by the healthcare provider. No more than a 30-day supply of prescription medication may be stored in the clinic.

Medications must be delivered to the school by a parent/guardian or authorized adult. Students are not permitted to transport medication to or from school unless authorized under district protocols for self-carry and self-management. Students may not share medications.

Parents/guardians are responsible for ensuring all documentation and supplies are provided to the school nurse in a timely manner and notifying the nurse of any changes in medication or dose. School staff are unable to administer medication without physician and parent authorization. Parents/guardians must pick up medications when they are discontinued or at the end of the school year. Unclaimed medications may be disposed of in accordance with district procedures at the end of the school year.

The school district reserves the right to refuse to administer medications that do not meet established requirements or that fall outside the scope of school health services.

Chronic Condition Management

Parents/guardians are responsible for notifying the school nurse of any diagnosed medical condition that may affect the student during the school day, including conditions like asthma, diabetes, seizure disorders, and severe allergies / anaphylaxis.

To ensure appropriate care, the district requires medical documentation from a licensed healthcare provider. Based on the student's specific medical needs, the school nurse may develop an Individualized Healthcare Plan (IHP) in accordance with district board policy (FFAF). For certain conditions, an emergency action plan and emergency medication may be required for the student to safely attend school and receive prescribed emergency medications.

Self-Carry and Self-Management

Certain students may be permitted to carry and self-administer specific medication while at school or participating in school-sponsored activities.

Students may be authorized to self-carry medications for asthma, severe allergies / anaphylaxis, diabetes, or any other chronic condition approved by the student's healthcare provider.

To be eligible for self-carry or self-management, the parent/guardian must submit written authorization for self-carry or self-management from the parent and current order from a licensed physician along with indication the student is capable of self-carry and/or self-management. Additionally, the school nurse must assess and document that the student demonstrates knowledge and competency to self-carry and/or self-manage.

Only students in middle school or higher may self-carry and self-manage. Students approved for self-carry and/or self-management are expected to use medications responsibly and only as prescribed. Misuse of medication or failure to properly self-carry or self-manage may result in revocation of self-carry privileges.

The district is not responsible for the safekeeping of medications carried by students and is not liable for injuries resulting from a student's self-administration.

Parents/guardians are encouraged to provide backup medication to be stored in the clinic when appropriate.

Unassigned Stock Emergency Medications

Alief ISD maintains unassigned emergency medications in accordance with Texas law and district board policy (FFAC), including unassigned epinephrine and naloxone (Narcan).

Authorized and trained district personnel may administer these medications during suspected life-threatening emergencies such as severe allergic reactions (anaphylaxis) or opioid overdose.

Lice

Head lice, although not an illness or disease, is very common among children and is spread very easily through head-to-head contact during play and when children share things like brushes, combs, hats, and headphones. If clinic staff indicate that a student has live head lice, the school nurse will immediately contact the student's parent/guardian. The nurse will provide information regarding treatment options. In accordance with Texas law and board policy (FFAA) a notice will be provided to parents of elementary school students in the affected classrooms.

Self-Care and Toileting Support for Young Students

Alief ISD recognizes that young students are developing independence in toileting and personal care. Occasional accidents may occur and will be handled with privacy, dignity, and respect. Students who are developmentally and medically able are expected to manage toileting needs independently. School staff, including the nurse, will guide and support students in completing these tasks independently. Staff will not provide direct physical assistance with toileting for students who are able to perform these tasks on their own. If a student is unable to manage toileting due to a documented medical condition, the nurse may provide or arrange assistance with appropriate medical documentation from a licensed healthcare provider. In the event of a toileting accident, students will be directed to change clothes in a private setting and soiled clothing will be sent home. Parents/guardians may be contacted if assistance or additional clothing is needed.

Immunizations

Texas law and district board policy (FFAB) requires all students to be fully immunized against certain vaccine-preventable diseases as a condition of school attendance, unless a valid exemption is on file. Immunization requirements are established and regulated by the Texas Department of State Health Services (DSHS).

Parents/guardians must provide an official immunization record at enrollment and ensure that records remain current throughout the school year. A student may be exempt from immunization requirements if the parent/guardian provides a medical exemption signed by a licensed healthcare provider or provides the DSHS Affidavit of Exemption. Exemption forms can be found here: https://www.dshs.texas.gov/immunizations/school/exemptions

In the event of a communicable disease outbreak or public health emergency, students with exemptions may be excluded from school for the duration of the outbreak as directed by public health authorities.

Additional information, current immunization requirements, and exemption procedures are available through the district and the Texas Department of State Health Services.

For more information regarding immunization requirements, see the official DSHS website: https://www.dshs.texas.gov/immunizations/school/requirements.

Health Screenings

In accordance with Texas law and district board policy (FFAA), the district conducts required health screenings to identify potential health concerns that may impact a student's ability to learn.

Screenings include vision, hearing, spinal, and risk assessment for Type 2 Diabetes.

Screenings are conducted at intervals established by the state. Parents/guardians will be notified if screening results indicate a possible concern that requires follow-up with a healthcare provider. These screenings are not intended to diagnose medical conditions but to identify students who may need further evaluation.

Parents/guardians may request an exemption from certain screenings for religious reasons by submitting appropriate documentation, or they may provide documentation from a licensed healthcare provider showing that the screening has been completed elsewhere. Parents/guardians are encouraged to follow up promptly on any referrals to ensure that identified health concerns are addressed and do not interfere with the student's academic success.

For more information regarding state mandated screenings, visit the official DSHS website: https://www.dshs.texas.gov/vision-hearing-screening.

Communicable Disease

Alief ISD follows guidance and requirements established by the Texas Department of State Health Services (DSHS) and district board policy (FFAD) to assist in preventing and controlling the spread of communicable diseases in the school setting.

The district may exclude students from school in accordance with state law and public health guidance for communicable disease or symptoms consistent with communicable diseases. The district is required to report certain communicable disease to the Texas Department of State Health Services (DSHS) and/or the local health department. The campus nurse is required to assist with investigations surrounding reportable communicable diseases.

For more information regarding communicable diseases, please visit the official DSHS website: https://www.dshs.texas.gov/disease-surveillance-epidemiology-section/school-communicable-disease-chart.

Health Records and Confidentiality

Student health information is maintained in accordance with state and federal confidentiality laws, including FERPA and district board policy (FL). Health information may only be shared with appropriate school personnel who have a legitimate educational interest and need the information to support student safety and educational access.

For additional information regarding school health services, parents/guardians should contact their campus nurse or the Alief ISD Health Services Department.

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 most common and the least serious. Bacterial meningitis is an infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

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 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. 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 can cause a person to 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 are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

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?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of people you kiss. While there are childhood vaccines for some strains of meningitis, there are other vaccines used only in special circumstances. These vaccines are used when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease.

WHAT SHOULD YOU DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS? Seek prompt medical attention.

FOR 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 at the Regional Texas Department of Health Office to ask about the meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us

Memorial Hermann School-Based Health Center

Alief ISD partners with Memorial Hermann to provide healthcare services through the Memorial Hermann School-Based Health Center (SBHC). The SBHC offers convenient access to medical care for Alief ISD students through licensed healthcare professionals.

Eligibility

The SBHC offers services to all currently enrolled Alief ISD students. Parents or guardians must schedule an appointment and complete all required consent forms before a student can receive services. Students who are 18 years of age or older may schedule their own appointments and complete documentation independently.

Services

The SBHC provides a variety of healthcare services, including but not limited to:

- Sick and Injury Care
- General Physicals
- Sports Physicals
- Immunizations
- Chronic Care Management
- Mental Health Therapy
- Nutritional Guidance

Additional services may be available based on provider recommendations and clinic resources.

Clinic Hours

The School-Based Health Center is open:

- Monday through Thursday 7:30 AM - 4:00 PM
- The clinic is closed on Fridays, weekends, holidays, and other designated closing dates.

Scheduling Appointments

All appointments must be scheduled through the Memorial Hermann School-Based Health Center Call Center. Phone: (832)658-5210

Please note that clinic staff cannot schedule, reschedule, or cancel appointments. All scheduling requests must be completed through the call center.

Student Access and Transportation

Students attending the following campuses may access the clinic independently due to its proximity:

- Hastings High School
- Hastings Ninth Grade Center
- Elsik High School
- Elsik Ninth Grade Center
- SOAR/LINC

Students attending all other campuses must be transported to and from the clinic by a parent, guardian, or authorized adult.

Important Information

The Memorial Hermann School-Based Health Center is operated by Memorial Hermann and is separate from Alief ISD Health Services. Medical care, treatment decisions, patient records, consent forms, insurance matters, billing questions, and appointment scheduling are managed by Memorial Hermann. Families should contact the School-Based Health Center directly regarding questions related to healthcare services.

MEALS AT SCHOOL

Please visit Nutrition / Home Page https://www.aliefisd.net/page/nutrition-home for additional school meal information.

Alief Nutrition Services Department operates under regulations established by City and County Health Departments, United States Department of Agriculture (USDA) and Texas Department of Agriculture (TDA). Breakfast and lunch are available daily. Menus can be viewed on the Alief Nutrition / Menus (aliefisd.net) website. School meals are designed to meet the needs of growing children while taking into consideration food preferences and USDA's regulations. In addition to the regular menu entrée, a meatless entrée is available daily. Milk, juice and limited snacks that meet USDA's Smart Snacks nutritional requirements may be available for purchase." Students with paid meal status may charge 3 tray lunches (no a-la-carte can be charged). After 3 lunches are charged, student will receive a courtesy meal.

If your household would like to apply for free or reduced-price meals, please complete an application online at www.SchoolCafe.com for fast processing. Parents may pay online at www.schoolcafe.com. There is no additional charge for using this service. Cash is also accepted (no bills over $20), but online payment is preferred.

Parents cannot bring food or drinks to school for any student other than their own children.

Exception: Parents may bring birthday cake/cupcakes for the class to celebrate the birthday child, *with prior approval of the principal.*

- Items must come from an "approved" source (bakery or grocery store) that is inspected by the Health Department and brought in the original box in which purchased.
- To protect our students, items prepared in a private home cannot be brought to share with students.
- Approved items must be served after the celebrating class has finished lunch.
- Check with your principal in advance for approval (location must be outside of the cafeteria).

COMMERCIAL FOOD SERVICE DELIVERIES

In an effort to maintain campus safety, commercial food service deliveries are not allowed for students during the school day.

SPECIAL DIET PROCEDURES

If a student has been diagnosed with a medical disability that impacts one or more major life activities, including food allergies and intolerances, the student would meet the definition of disability under The Rehabilitation Act of 1973, Section 504 and would qualify for meal accommodations, when prescribed by a licensed physician or meal accommodation requirement in a student's Section 504 Plan. **See Food Allergy Section below for additional information.**

- Menu substitutions will be made for students **whose disabilities restrict their diets** as supported by the completed Physician's or registered dietitian Statement, signed by **a licensed physician, health professional licensed to write prescriptions or registered dietician. It must include**:
    - Child's disability
    - An explanation of why the disability restricts the child's diet
    - The major life activity affected by the disability
    - The food or foods omitted from the diet and **allowable substitutions.**

Procedure:

- Parents will request a Physician's Statement form from the school's nurse or obtain it online at www.aliefisd.net/nutrition (under Dietary Accommodations).
- This form must be provided to the student's physician to complete. The statement cannot be accepted if all required sections are not completed.
- Students and parents will make an appointment with the school's nurse and bring a completed Physician's Statement.
- The nurse will notify the Campus Section 504 Contact upon receipt of the Physician's Statement. An initial Section 504 meeting should be conducted to review information and determine eligibility for Section 504 services.
- Based on the eligibility, the Section 504 Committee will develop an individualized Section 504 Plan outlining appropriate accommodations and services, which will include dietary modifications and health-related supports.
- The Nurse will review the Physician's Statement to ensure all required medical information is complete and will share relevant health information with the Section 504 Committee to support decision-making.
- The nurse will provide a copy of the completed Physician's Statement to the school's cafeteria manager. Cafeteria Manager will send Physician's Statement to Nutrition Department's Registered Dietitian who will plan a menu.
- Upon request, the nurse will provide a copy of the school's menu to the parent.
- The Section 504 Committee will periodically review the plan to ensure continued appropriateness and effectiveness.
- Parents are responsible for teaching their child about their diet.

VERY IMPORTANT:

If, at a later date, the physician makes changes to a student's diet, these changes must be made on an "updated" Physician's Statement & sent to the school nurse. The nurse will review the updated medical documentation and notify the Campus Section 504 Coordinator, as applicable. **Discontinuation** of an accommodation for diet modification can be submitted in writing by a licensed physician or health professional licensed to write prescriptions. The nurse will give it to the cafeteria manager who will forward it to the Menu Planner. A discontinuation requested by a parent must include a working phone number. The Dietitian will call parents to verify, prior to making any changes. This information will be provided to the Section 504 Committee

and any changes to services or accommodations will be updated as appropriate during a Section 504 Committee meeting.

Other information regarding Special Diets:

Middle and high school students will be provided their physicians ordered special diet when going through the tray line; however, if a la carte items are selected for purchase the student is responsible for choosing correct foods.

All students in grades (K-6) on special diets will be provided their physician's ordered special diet when going through the tray line. A la carte items for purchase will be limited (based on student's food allergies).

Please encourage your child not to eat food from another student's tray. These foods may not be allowed on their diet.

FOOD ALLERGY

When new students register, their packet will include an allergy form. If the student has an allergy, please complete this form and return with registration forms. **However, if the student has been diagnosed with a food allergy or intolerance that impacts one or more major life activities, the child should be referred to the Campus Section 504 Contact and Section 504 Committee to conduct an evaluation per district guidelines to determine eligibility and services/accommodations that may be needed.** Promptly contact the school nurse who will provide a Physician's Statement form. *(The form is also available on the Nutrition Department's website).* This form must be completed by a Physician or professional licensed to write prescriptions. The Parent will present a completed Physician's Statement to the school's nurse and appropriate food substitutions will be made available. Children with food allergies or intolerances should be referred to the campus Section 504 Committee to determine if a disability eligibility exists as defined under either Section 504 of the Rehabilitation Act or Part B of IDEA (Individuals with Disabilities Education Act). In most cases, the child's dietary needs can be met in the school's cafeteria where a variety of nutritious foods is available for individual choice. **Menus may be viewed on the District's website. This institution is an Equal Opportunity Provider.**

VENDING MACHINES

Per USDA's Smart Snacks in School, Alief ISD has adopted policies and implemented procedures to comply with federal and state regulations for restricting student access to only vending machines and snacks that meet nutrient requirements.

ASBESTOS MANAGEMENT PLAN

The district is committed to providing a safe environment for students. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the Maintenance Department office and is available for inspection during normal business hours.

PEST CONTROL INFORMATION

The district periodically applies pesticides. Information concerning these applications may be obtained from the Maintenance Department, 281-498-8110, ext. 28999.

TRANSPORTATION

Upon enrollment, the parent is asked how the child will be getting to and from school. As a safety measure, a note from the parent is necessary if the child's means of getting home is changed. Please discuss rainy day plans with your child in advance. Please remember that students may only be released to individuals listed on the enrollment card. If someone else is picking up your child on rainy days, you will need to have a note on file in the front office.

A student may only ride the assigned bus and get off the bus at the assigned stop nearest the home address unless the school office has issued an emergency pass. Passes will not be issued for visits to friends or scout meetings, etc.

The Alief Independent School District has crossing guards stationed at key points around most of our schools. Students should only cross the street where a guard is located and follow the guards' instructions at all times. When crossing a street where a guard is stationed, all students must wait for the guard to make sure all traffic has stopped and signals the students to cross.

When parents/guardians need to go into the school, they must park in a visitor's parking space. Do not leave cars at a curb, in a fire zone, or where it will obstruct school bus traffic. Failure to do so may result in a citation/towing by AISD Police.

Alief ISD is not responsible for loss of articles or damages to vehicles including, bicycles, mopeds, motorcycles, cars or any other modes of transportation parked, stored, chained, secured or unsecured in the parking lots or on school property.

Alief ISD is committed to providing a safe method of transportation for all eligible students. 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. The privilege of transportation requires that students obey appropriate safety and conduct rules. 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 off-load passengers only at authorized stops. For information on bus routes and stops, or to designate an alternate pickup or drop-off location, you may contact the Department of Transportation at (281) 983-8400. 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. Student safety 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. When riding in school buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct.

Bus Conduct/Transportation Note to Parent:

Parents, guardians and persons acting in loco parentis should:

- Understand and support district guidelines, policies and regulations, and principles of school bus safety;
- Assist students in understanding safety rules and encourage them to abide by them;
- Recognize their own responsibilities for the actions of their children.

Understanding this, parents or guardians shall be responsible and accountable for the conduct and safety of their children at all times prior to the arrival and after the departure of the school bus at the assigned school bus stop. The school bus is considered an extended portion of the school day. Students violating bus rules are subject to disciplinary consequences, which may include having a re-assigned seat on the bus and/or suspension of bus riding privileges.

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:

- The interference with the transportation of students at any bus stop and/or at any Alief ISD school bus ramp.
- Unauthorized entry on the bus or any vehicles owned and operated by the district, inclusively, is strictly prohibited and could result in citation or arrest in accordance with state law.

Vandalism
The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities which includes Alief ISD school buses. 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.

Seatbelts
Seatbelts must be worn when riding a bus that is equipped with seatbelts. Failure to do so will result in discipline consequences up to and including the loss of bus riding privileges.

SMART Tags
The Alief Independent School District has the tremendous responsibility of transporting approximately 27,000 students on school buses each day to and from school. Ensuring the safety and security of the students riding on those buses is our highest priority.

To facilitate and support this safety initiative the District has implemented the Smart Tag system this past school year to promote and ensure a positive school bus riding experience for all Alief ISD students.

All Alief ISD students will receive a plastic SMART tag ID badge. SMART tag ID badges will be required each time a child enters and exits the bus. We ask parents and guardians to help enforce this requirement so that students may take advantage of the privilege to ride the bus.

Alief ISD drivers will not leave students unattended at their bus stop if a student forgets or loses his/her SMART tag ID badge. However, a lost SMART tag ID badge must be replaced immediately. Failure to use the supplied SMART tag ID badge may result in disciplinary action.

If a student does not have his/her SMART ID badge for three (3) consecutive days, the Alief ISD Transportation Department will contact the school/campus so that the campus may communicate and notify the parent of the importance of Smart Tag.

When a student receives the maximum number of warnings allowed, the student may be subject to disciplinary action which may include the suspension of transportation service.

To obtain a replacement SMART tag ID badge, parents should contact their child's respective school/campus. Replacement ID badges are $5.00 each.

Video Cameras

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. 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. (SCC)

Bus Conduct/Transportation

School buses are provided to transport students to and from school and/or related activities. In order to promote a safe and pleasant ride, video cameras may be used to assist the driver. All students are expected to adhere to the following rules when being transported by buses or vehicles owned, operated, or controlled by the district. District rules and guidelines are applicable on the buses or vehicles owned, operated or controlled by the district.

- Students are expected to follow a driver's instruction when given.
- The driver is authorized to assign seats. After the initial seating choice, students must sit in their assigned seats each day. Students are responsible for any vandalism to that seat and to their area.
- Students must not, at any time, extend any part of their bodies out the bus windows, nor shall they in any way touch or hang onto the bus before boarding or after leaving.
- Students must not try to get on or off the bus or move about inside the bus while it is in motion.
- Students must not write on or deface any part of the bus. Any damage to the bus must be reported to the driver immediately. Students who write on or deface any part of the bus are subject to suspension and restitution for damages.
- Glass containers of any type may not be brought aboard the school bus.
- No live animals may be transported on school buses, with the exception of official service animals.
- The emergency exits will be used only in emergencies.
- Boarding school buses:
    - Be at your stop at least 10 minutes prior to the first scheduled pick up time for that particular run. The bus cannot wait.
    - Please wait for your bus in designated areas, away from roadway.
    - Be seated and remain seated until the bus is released by your driver.
- Departing school buses:
    - Depart from the bus in an orderly manner. Students who need to cross the roadway must stop and await the signal from the bus driver.
    - Stay out of the bus 'danger zone' (within 10 feet of the bus). Never cross behind the bus.
- Fighting in any form while riding on the bus may result in suspension of bus-riding privileges.
- Students must respect private property at each designated bus stop.
- Students are not permitted to bring skateboards, or any other type of alternative modes of transportation onto the bus.

Any violation of the rules will be reported by the bus driver to the respective principal for corrective action. All principals are directed to enforce these safety rules by the appropriate action, which may include the temporary or permanent withdrawal of riding privileges, depending upon the seriousness of the violation and all other circumstances of each individual case. Not withstanding the above, serious misbehavior could result in immediate removal from the bus. Citations or criminal complaints may be filed on students in accordance with state law. Restitution for any damages incurred must be made before returning to the bus.

Reasons for Removal
Appropriate student behavior is essential to the safe operation of District transportation.

Students must comply with the expectations of the SCC while using District transportation. In addition to compliance with the SCC, students are expected to comply with the following transportation rules:

- Enter and exit transportation in an orderly manner at the designated stop.
- Remain seated while the bus or vehicle is moving.
- Keep aisles clear of books, bags, instruments, feet, or other obstructions.
- Follow the driver's lawful directions at all times.
- Observe all usual classroom rules.
- Do not extend any body part, clothing, or other article outside of the transportation vehicle.
- Keep hands, feet, other body parts, or objects to yourself.
- Refrain from making loud or distracting noises.
- Do not obstruct the driver's view.
- Do not throw objects inside the transportation vehicle or out of the windows or doors.
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment.
- Fasten seat belts when available on any vehicle.
- Wait for the driver's signal upon leaving the bus or vehicle and before crossing in front of the bus or vehicle.
- Misconduct on buses, in District vehicles, or at bus stops, will be disciplined in accordance with the Student Code Conduct. Bus riding privileges may be suspended or revoked.

Procedure for Removal
A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

The student will be informed of the reason for suspension or revocation of transportation privileges and will be given an opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

In addition to the disciplinary authority established for certain types of offenses as described within the SCC, the District has general disciplinary authority over a student at the following times:

- Any time during the school day, including summer school.
- While traveling on District owned or operated transportation or during school-related travel.
- While attending any school-sponsored or school-related activity, regardless of time or location.
- As provided in extracurricular or organization handbooks, by-laws, or constitutions.

Special Needs Transportation at the Pick-Up and Delivery Location

- Having your child ready to board the bus within (10) minutes of the scheduled time each morning.

Assigned route pick-up and drop-off times, particularly at the beginning of the school year, reflect the Transportation Department’s best estimate based on a number of variables. These are estimated times only. As students are added or deleted from routes, actual pickup and drop-of times may change. You will be notified by the Special Transportation Department and/or your Driver/Attendant before these changes occur.

We request that children be prepared for pick-up 10 minutes prior to the scheduled pick-up time. Upon arrival, drivers will wait 2 minutes before proceeding on route. We will not leave before scheduled pick up time. The Driver and or attendant will document the arrival time and waiting time if they leave without the student.

Student Not Riding – If at any time, your child will not be riding the bus, even if they only require one-way transportation (i.e. afternoon drop-off only or morning pick up only) please contact Transportation at (281) 983-8490 as soon as possible, with the route number and students name. Our Dispatch office will then notify the driver of any changes being made.

Authorized parent and or guardian – We must ensure your child is released to the proper parent and or guardian. Therefore, for the safety of your child, it is necessary to maintain current and accurate information regarding those you designate to receive your child. For this reason, we require an Authorized Parent and Guardian Student Form to be completed listing each person authorized to receive your child, including each parent and guardian contact information.

No One Available to Receive Students – If there are three (3) occurrences where no one is available to receive your child at the scheduled drop off time, the Transportation Department will notify the SPED administrator. If the problem persists after communications with the SPED administrator, an ARD will be called to review the potential safety risks for the student.

CHANGE OF ADDRESS

- Please inform the school of any change of address or telephone number as soon as this information is available. If the address change requires rescheduling then it may take 3-5 days to establish a new route and time. If you are requesting an alternate address, the alternate address must be in the attendance zone of the home campus and or the attending campus. Please note these changes may take 3-5 days to reflect on the route.
- It may take 3-5 days for new or existing Special Needs students to be assigned Transportation Services once the Admissions, Review, Dismissal (ARD) is held and we receive the Special Need Transportation paperwork from the campus

Day Care Centers Drop-Off – Day care center staff must be available to meet the bus to receive student. Depending upon external, uncontrollable factors, your child could be the first student delivered when normally he/she is later. If the day care center does not meet the bus within two minutes of arrival, the driver will radio Transportation Dispatch for assistance. If contact cannot be made, the student will be retained on the bus and the driver will deliver the student back to school. Drivers/Attendants and our GPS system will document arrival time and waiting time at the center upon leaving without delivering the student.

STUDENT BEHAVIOR

Policies and Procedures – AISD Special Needs Transportation is responsible to provide safe transportation for all students who ride school buses to and from school and on school-related activity trips. The bus driver is responsible for ensuring that students behave in a safe and responsible manner. While on the bus, any behavior that interferes with the safe transportation of students must be reported. This policy applies to all students, for whom bus transportation service is provided. Behavior problems involving special needs students are dealt with in accordance with applicable federal, state and local laws, policies and procedures. Any inappropriate behavior on the school bus will be reported by the driver to the transportation supervisor and school administration.

CLOSED CAMPUS

Alief operates on a "closed campus" plan. The school officials have supervisory responsibility for all students while they are on school property during school time. Students are not permitted to leave the campus until the end of the regular school day or after receiving a dismissal slip from the appropriate office. Any student who violates this policy shall be subject to disciplinary action.

STUDENT PARKING (HIGH SCHOOL STUDENTS ONLY)

The school will provide parking where space is available for student parking. Student automobiles, motorcycles, or other vehicles must be parked in the designated parking area. Students who drive motor vehicles to school must register their vehicles with the school and pay a fee to obtain a parking permit. The parking permit must be displayed in plain view when the vehicle is parked in the AISD parking lot. Any student who operates a vehicle in an unsafe or disruptive manner shall be subject to disciplinary action and may be denied the privilege of future operation on or around school property while school is in session. The parking lot is part of the school campus; therefore, the presence of controlled substances and other prohibited items in vehicles are subject to disciplinary and/or legal action. Students are responsible for all items and contents in the vehicle that is under their care, custody, and control.

Operation procedures are as follows:

A. The speed limit on campus property is ten (10) miles per hour.
B. Students are not allowed to drive recklessly or make unnecessary noise on campus.
C. When students arrive on campus in the mornings, they are to park in the designated areas and report to the school building immediately. Students are not allowed to sit in cars between classes or during lunch periods.
D. Students are not allowed to go out to the parking lot during the school day.
E. The school/district is not responsible for loss of articles or damages to vehicles in the parking lots.
F. Students are not permitted to drive to the CTE building. Students must use the CTE shuttle.

STANDARDS FOR DRESS and GROOMING

Every elementary, intermediate and middle school has a specific standard mode of dress for that campus developed through parent surveys and recommendations from the Shared Decision-Making Council. The standard mode of dress for each school has been distributed to the students and is printed in various publications to parents/guardians, including on the campus websites. Additional copies are also available in the school office. Should you need assistance with standard mode of dress, speak with a campus-level administrator.

Alief ISD takes pride in the appearance of our students. The district's standards for dress and grooming was established to promote appropriate dress and hygiene, to prevent disruption, and to minimize safety hazards. All students shall wear clothing that is neat, modest, and complies with the Alief ISD standards for dress and grooming as these are contributing factors to a positive learning environment.

Students who violate the school's standards for dress and grooming will be afforded an opportunity to correct the problem at school. Repeated offenses of dress code violations may result in disciplinary actions or consequences in accordance with the Student Code of Conduct.

Official School Photographs

Students need to be in dress code for all official school photographs, including yearbook portraits (face fully visible and free of face paint, decorative makeup, masks, stickers, drawings, symbols, or other alterations that obscure or modify the student's natural facial features). The school reserves the right to require a retake if a photograph does not comply with these guidelines. Students who refuse to retake the picture will be excluded from publication.

- Clothing for school must be appropriate for school activities.
- No pajama wear of any type except on campus/designated days.
- Appropriate underclothing must be worn at all times.
- See-through tops, plunging necklines, tops exposing the midriff,
- Spaghetti strap tops, and halter tops are not to be worn.
- Too loose clothing or attire too tight for walking, sitting, bending, or reaching is unacceptable to wear to school.
- Oversized clothing, sagging pants, and exposure of undergarments are not permitted.
- Form-fitting shorts or pants of Lycra or spandex and biker shorts or pants are not permitted.
- Slashed or ripped clothing must not expose inappropriate anatomy.
- Clothing, hairstyles, cosmetic modifications or other items with designs or words referring to alcoholic beverages, drugs, tobacco, violence, death, gangs, racism, profanity, nudity, or obscenity must not be worn or displayed on campus or at school-related activities.
- Hats, caps, and hoods must not be worn in buildings.
- Bandanas are prohibited.
- Hemlines of shorts, skirts, and dresses must not be distracting to the instructional environment.
- Shoes must be worn and shall not present a health problem or hazard for the student or others. House shoes/slippers are not allowed.
- Hair should be neat, clean, well groomed, facial hair, including mustaches, must be neatly trimmed.
- Students who wear earrings must avoid those which present a safety hazard or distraction to the learning environment.
- Gauges/ear stretchers, symbols (reflecting gang affiliation, drugs, alcohol, etc.) and chains are not permitted.
- Students in discipline alternative education programs have more restrictive requirements than while at the district's regular campuses. The wearing of earrings or facial hair is prohibited while students are attending an alternative school.

IDENTIFICATION BADGES (Intermediate, Middle, and High Schools)

Students are required to wear IDs around the neck or clipped to the upper part of the body at all times. Legal name must be used for identification for the safety and security of everyone. **Failure to properly display ID or use of another's ID will result in disciplinary actions.** These IDs will be required for admission to school activities and must be shown or surrendered upon request. Student IDs are the property of each campus. **Any identification card that is lost, defaced, or broken must be replaced immediately at the student's expense.**

DISCIPLINE

(Also see Student Code of Conduct in the back of this handbook)

In an effort to provide a safe learning environment for all students, the Alief Independent School District will not tolerate persistent disruptive behavior, violence, drugs, gang activity, or any other activity deemed dangerous or unsafe by school officials. A student who violates the Student Code of Conduct in any of these areas may be assigned to one of the following Alternative Educational Placements (Alief Learning Center, CLC, or The Harris County Juvenile Justice Alternative Educational Program). Students arriving from a juvenile detention center, psychiatric hospital or another alternative educational program where a student received educational services in a residential institution may be required to go through a minimum 15-day phase-in period. For additional information on Alternative Educational Placements, please call 281-988-3100.

A. **Campus Learning Center** – Campus-based structured program for secondary students exhibiting persistent misbehaviors. Students who would benefit from this program are those for whom other campus options, such as detention, SAC, and suspension, have not proved beneficial. The primary focus of the program is to change behavior by teaching appropriate responses.
B. **Alief Learning Center** – Assignment to an alternative program is made for those students exhibiting persistent and/or unacceptable behaviors in the schools. Responsibility for placing a student in the ALC shall rest with the principal of the sending school. This placement is at a site other than the home campus.
C. **Harris County Juvenile Justice Alternative Education Program (JJAEP)** – Provides educational programs for every expelled student. Students may be expelled for criminal activity or for serious misbehavior.

PROHIBITED/REGULATED ITEMS

Bring only books and school supplies to school. Personal items brought to school for educational purposes shall be by request of the teacher. Students are not to bring or use items determined by school officials to be nuisances. Personal security items such as mace, pepper and shocking devices/tasers may not be in a student's possession. Sexually explicit, pornographic materials, and/or drug-related items are prohibited and disciplinary consequences will result. Balloons and flowers will not be allowed in classrooms and will not be delivered to students during the school day. Leave **dice, dominoes, stink bombs, playing cards, noise-making devices, water guns, water balloons, laser lights, yo-yo's and other toys and/or distractions** at home. They are prohibited and **will not be returned.**

CLEAR BACKPACK POLICY

In an effort to improve the safety measures currently in place, Alief ISD requires all intermediate, middle, and high school students to use clear backpacks. Mesh backpacks are not allowed and will be confiscated at the campus level. Students participating in an extracurricular activity are permitted to carry non-transparent bags to store items pertaining to their particular activity (i.e. band, athletics, etc.). Upon entry into the school, all extracurricular activity bags must be stored in designated areas. All bags are subject to search. Additionally, the maximum size for non-transparent bags that students in intermediate, middle and high school will be permitted to

carry during the school day, such as lunch kits, pencil bags and purses, will be 6” x 9”. Elementary school students will be allowed to continue using traditional backpacks.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Brass Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.
- *See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

HOUSE BILL 1481: PERSONAL WIRELESS COMMUNICATION DEVICE VIOLATION POLICY

Purpose

To support a focused, distraction-free learning environment, this policy establishes clear expectations regarding student personal wireless communication device use during school day.

Policy Guidelines

1. **Cell Phone Use:**
    - Students must turn off and store personal wireless communication devices before entering the campus and during the school day unless otherwise authorized.
2. **Violation Consequences:**
    - If a student is observed using their cell phone during prohibited times, the device will be confiscated immediately, the student will be given a consequence, and parents/guardians will be allowed to pick-up the device at the end of the school day.

- Accumulation of violations will result in further disciplinary action.

3. **Exceptions:**
    - In cases of emergency or special circumstances, students may request to use their phones with the permission of a teacher or school administrator.
    - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
    - With documented need based on a directive from a qualified physician; or
    - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

LOST AND FOUND

Every campus has a lost and found. Items not picked up at the end of the school year will be donated.

SIGNS AND POSTERS

Any student or group who wishes to put up a sign or poster outside the classroom area must first get permission from the principal or an assistant principal. The student or group is responsible for removing the sign or poster.

TEXTBOOKS, INSTRUCTIONAL MATERIALS, TECHNOLOGY, AND DEVICES

Parents/Guardians and students have full responsibility for all textbooks, instructional materials, technological equipment, devices, and related materials issued to the student. . Please help your child find a dedicated place to put his or her textbooks/materials when they are not being used. All issued materials and equipment must be properly cared for and returned in acceptable condition at the end of the school year or when the student withdraws from school. Full payment is required for items that are lost, not returned, or returned in unacceptable condition, and fines or charges will be assessed for damage, in accordance with applicable law and District policy. Printed textbooks should be covered and protected to minimize wear and damage.

LIBRARY BOOKS

Library books checked out to students are furnished by the school district in accordance with state and district policy. Any student/parent who loses or damages a library book is financially responsible for the book. The school may withhold the student's records from the parent/guardian requesting the record until the library debt has been paid.

LOCKERS (INTERMEDIATE, MIDDLE AND HIGH *SCHOOLS)*

Students are not to share lockers or give anyone their locker combinations. Lockers are subject to inspection at any time. Students are not to mark on or in the assigned lockers. Locker damage should be reported. Students will be held responsible for defaced lockers. The school cannot guarantee the security of the contents of the lockers. Students and parents/guardians need to be aware that lockers belong to the school district and that, when or if issued, they are merely given as a privilege to use by students.

CLASSROOM PHONES

Telephones are available in most classroom areas to facilitate and promote communication with parents/guardians. In most cases, phone conversations will be limited to before school, after school and during teacher conference times so that the students' instructional time is not interrupted. All student usage must be under teacher supervision.

COUNSELING AND GUIDANCE PROGRAM

Our Mindset

The Alief ISD Counseling Department consists of dedicated professional school counselors who, in collaboration with local partnerships, embrace the uniqueness of all learners while encouraging, educating, and empowering them towards success.

Our Mission

Provide equitable and relevant resources and opportunities towards positive citizenship, healthy relationships, mental health, and valuable academic and post-secondary planning through a comprehensive school counseling program.

Alief ISD's Counseling Program is an award- winning comprehensive, developmental, results-based school counseling program that aligns with the state's model. Professional school counselors are available on all Alief ISD's campuses to provide services for all of our students in the following areas:

- **Guidance Curriculum** - to help students develop their full educational potential;
- **Responsive Services** - to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- **Individual Planning** - to help students plan, monitor, and manage their own educational, career, personal, and social development;
- **System Support** - to support the efforts of teachers, staff, parents, and other members of the system in promoting the educational, career, personal, and social development of students.

Each of our high school campuses has a College Access Counselor to personally assist students in preparing and achieving post-secondary readiness. Guidance & Counseling | Alief ISD

TESTING

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- English Language Arts and Reading in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Student performance on each STAAR exam is utilized to determine the necessary interventions for the adjacent grade level year. Students are required by law (HB 1416) to participate in accelerated interventions for the next grade level year if they have not met the standard of Approaches or higher with STAAR results.

STAAR Alternate 2, for students receiving special education services, will be available for eligible students as determined by the student's ARD committee.

End-of-Course (EOC) STAAR Assessments

Grades 9-12

End-of-Course (EOC) assessments will be administered for the following courses:

- English I
- English II
- Algebra I
- Biology
- United States History

Students are required by law to pass (earn Approaches or higher) these End of Course assessments for graduation. A student will be given the opportunity to retake an EOC assessment on any of the TEA scheduled administration dates. There will be testing opportunities in the Spring, Summer, and Fall of every academic year.

STAAR Alternate 2, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the SAT or the ACT college entrance exam for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken during the junior year. Students who do not achieve minimal college readiness test scores on the SAT or ACT tests are required to take the Texas Success Initiative (TSI) exam prior to their enrollment in a Texas public college or university.

Cell phones, other communication devices, smart glasses or devices that can be used to capture an image are prohibited during testing. Students may not have any of these devices on their person during testing. Students should leave these devices at home on the day of the test, but they will be given the opportunity to store their cell phones or other devices before testing begins. Campuses are not responsible for the electronic devices.

GRADE REPORTING

Continuous assessment of student progress is essential to the learning process. Teachers use a variety of methods to determine the degree of mastery students have obtained on specific skills or concepts. Student performance is reported to parents/guardian in one or more of the following ways:

Incompletes (High School) – If a student has not completed the requirements for a course at the end of the term and receives an "I" for incomplete, the student will be given five (5) days to make up the work. Unless more days are authorized by the classroom teacher the incomplete work becomes a zero and is averaged with the other grades to determine the term average.

Progress Reports – Interim progress reports shall be issued for all students every three weeks beginning with the sixth week of school. Written notes to parents/guardians concerning their child's progress may be sent by the teacher at any other time deemed appropriate.

Parent/Teacher Conferences – Either the teacher or parent may request a conference during the year.

Report Cards – All children in pre-kindergarten through grade twelve will receive a written report card each nine weeks. Parents/Guardians are asked to carefully review the progress marks and to promptly sign and return the signature card. A parent conference may be requested

if desired.

GRADING SCALE:

Academic and Elective Courses		**Conduct and Citizenship**	
A = 90 - 100	Excellent achievement 4-grade points	**E**	Excellent
B = 80 - 89	Above average achievement 3-grade points	**S**	Satisfactory
C = 70 - 79	Average achievement 2-grade points	**N**	Needs improvement
Below 70 =	Failing		

INCOMPLETES (High School)

If a student has not completed the requirements for a course at the end of the term and receives an "I" for incomplete, the student will be given five (5) days to make up the work. Unless more days are authorized by the classroom teacher the incomplete work becomes a zero and is averaged with the other grades to determine the term average.

PROMOTION AND RETENTION

Promotion in the state of Texas is governed by law. For students in grades 1-4 to move to the next grade level, they must have all of the following:

A. Must be in attendance 90% of the school days within the school year.

B. An average grade of 70 for on grade level work in language arts and math
C. An overall combined average grade of 70 or above for language arts, mathematics, science, and social studies

For students in grades 5-8 to move to the next grade level, they must have all of the following:

A. Must be in attendance 90% of the school days within the school year.
B. Must pass four out of five academic classes (reading, language arts, math, science, social studies).
C. Students failing four or more academic classes are not eligible for summer school remediation and will be retained in their current grade.

Prior to retention, students will be afforded intervention assistance. Each campus provides an array of interventions to support acceleration of learning when a student appears to have difficulty mastering grade level standards. Intervention assistance may occur within the regular school day, before or after school hours, on Saturday and/or during summer. The needs of the student determine the level of intervention assigned.

Advanced notice of an impending retention will be given to parents/guardians to allow the parent an opportunity to spend extra time at home working with their child on low performance subjects.

Credit by Exam (CBE) without prior instruction

Alief ISD offers Credit by Exam (CBE) without prior instruction for acceleration in grades K-8 and for original high school credit for most courses in accordance with the guidelines set forth by the Texas State Board of Education. Alief ISD is required by state law to offer Credit by Exam (CBE) for acceleration during four different testing windows.

Credit by Exam (CBE) Guidelines

- The student must be actively enrolled in Alief ISD.
- A student that attempts to accelerate Kindergarten must be age 5 prior to September 1.
- To accelerate a grade level (K-8), a student must score an 80 or above on each exam that they take.
- A student in grades K-8 will take 4 exams (Math, ELA, Science, and Social Studies).
- A student in grades K-8 is allowed one attempt per grade level to accelerate that specific grade.
- A student attempting to receive original high school credit will take 2 exams (semester A and semester B). The student must score 80 or above on each semester exam to receive credit for that semester course. It is possible for the student to receive credit for one semester and not the other.
- A high school student is allowed two attempts to receive original credit for the course in which they are attempting to test before they must enroll in the course.
- For registration forms, please contact the student's counselor at their home campus.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

If a child is experiencing learning difficulties—whether academic, behavioral, or social—parents/guardians are encouraged to contact the child's campus MTSS team contact. This individual will provide information about the district's general education referral or screening system for support services. Through MTSS, students may access a variety of support options, including:

- Tutorials
- Compensatory instruction
- Behavioral interventions
- Other academic or behavioral supports

These services are available to all students and are designed to meet diverse learning needs. MTSS is a comprehensive, tiered framework that enhances the district's ability to support struggling students effectively.

PARENTING AND PREGNANCY RELATED SERVICES (PRS)

Alief ISD offers the Pregnancy Related Services (a.k.a. Pregnancy, Education, and Parenting (PEP) Program for any students who become parents. Alief students who are parents may also be eligible for daycare assistance for their child while attending school.

If a student becomes pregnant, the school nurse, counselor, or PRS staff will be able to connect that student to the appropriate services. If your daughter's pregnancy ends during the school year, your child is eligible to receive 6 weeks post-partum homebound services. Homebound services may also be provided for prenatal confinement with documentation indicating medical necessity. Documentation is required before homebound services can begin. Once on homebound, a teacher will be sent to your home and will offer 4 or 6 hours per week to help your daughter with class assignments so that she does not fall behind in coursework.

Being pregnant or becoming a parent does not exempt your child from attending school. Your student must either be attending school on campus or be receiving homebound services. If your child must miss school during the pregnancy or after the delivery, a valid excuse note must be provided to the school to cover the days absent. If your child's baby must go to the doctor, the doctor's note for the baby must be provided to the school to cover the absence.

Unexcused absences could result in truancy charges being filed on you and/or your child.

At-Risk Specialist, the PEP Clerk, can ensure that your child receives all available services. She can be reached at **281-498-8110** and Alief ISD PRS information can be accessed at the following web link: https://www.aliefisd.net/pep

SECTION 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly known as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools, §504 applies to ensure that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non- disabled students.

Under §504, a student is considered "disabled" if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities. Section 504 also protects students with a record of impairment, or who are regarded as having impairment from discrimination on the basis of disability. Students can be considered disabled, and can receive services under §504, including regular or special education and related aids and services, even if they do not qualify for, or receive, special education services under the IDEA.

Major life activities under Section 504 includes, but is not limited to:

Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, major bodily functions (immune system, digestive, endocrine, mental or psychological disorder etc).

Alief ISD has the responsibility, under Section 504, to identify, evaluate, and if the child is determined eligible, afford access to appropriate services. A parent is entitled at any time to request an evaluation of their child to determine if aids, accommodations or services under Section 504, Rehabilitation Act of 1973 are needed. Each campus has a designated Section 504 Contact to facilitate this process with parents, students and the campus Section 504 Committee. If a parent or guardian disagrees with the actions or decisions made by the Section 504 committee, the Notice of Rights and Procedural Safeguards for Disabled Students and their Parents Under 504 of the Rehabilitation Act of 1973 provides parents/guardians with the process for challenging those actions or decisions.

If there are any questions, you may speak to the campus Section 504 Contact or the district's Coordinator for Special Services at 281-498-8110 Ext. 28713

STUDENTS WITH DISABILITIES

Requesting a Special Education Evaluation

Parents may request an evaluation for special education services at any time. Requests may be made verbally or in writing to a school official, such as the campus principal or the Director of Special Education. If a verbal request is made, the staff member receiving the request must document it in writing and notify the campus principal.

District Responsibilities

Within 15 school days of receiving the request, the district must:

- Provide the parent with prior written notice of its proposal to conduct an evaluation, a copy of the procedural safeguards notice, and a request for written consent, or
- Provide written notice of refusal to conduct the evaluation, along with a copy of the procedural safeguards notice.

If the evaluation is approved and written consent is obtained, the district must:

- Complete the evaluation and provide a written report within 45 school days of receiving consent.
- Provide a copy of the evaluation report to the parent/guardian.

Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available in the district's companion document: A Guide to the Admission, Review, and Dismissal Process

Contact Information

Campus Contact for Learning Difficulties or Evaluation Referrals:

- Your child's campus administrator (See back of handbook for campus phone numbers)

- Special Education Assessment Coordinator: 281-498-8110, Ext. 28713

Case Management in Special Education

Each student receiving special education services is assigned a Case Manager by the campus principal. This staff member, typically a special education teacher, ensures the student's IEP is implemented in compliance with federal and state guidelines. Case Managers serve as advocates for students and key liaisons between families and the school team.

Case Manager responsibilities include:

- Sending an introduction letter or email to parents/guardians at the start of the school year to establish communication and outline their role
- Ensuring IEP implementation and monitoring student progress
- Collaborating with teachers and service providers
- Serving as the special education teacher in Annual and Brief ARD meetings
- Acting as the primary contact for parents and guardians regarding IEPs, progress, and ARD scheduling

Related Services

Related Services are support services provided to students eligible for special education to help them benefit from instruction. These may include, but are not limited to:

- Transportation
- Counseling
- Orientation and Mobility Services
- Physical and Occupational Therapy
- School Health Services

Note: Counseling, Speech Therapy, Occupational Therapy, or Physical Therapy provided by private agencies are not permitted on campus during school hours.

Medicaid Reimbursement Notice

For certain Related Services, the district may seek reimbursement from the State Medicaid Program. As a Medicaid provider, the district may share the following information with the State Department of Medicaid Administration:

- Student's name and date of birth
- Type and amount of service provided
- Dates of service

This will not affect any other Medicaid services your child receives outside of school. For questions about Medicaid reimbursement, contact the Special Education Department at: 281-498-8110, Ext. 83228

Transportation Note: The district is not required to provide transportation to private providers selected by parents. However, transportation expenses may be covered by Medicaid.

ELEMENTARY /INTERMEDIATE SCHOOLS

ELEMENTARY PROGRAM – Children in the elementary grades study language arts & reading, math, science, social studies, physical education, music, art, and technology. State law lists the skills and concepts which must be taught in each of these subjects at each grade level. The district's curriculum guides for the teachers are based on the state requirements. Each elementary school has a team of MCT's who coordinate content specific support in the areas of language arts, mathematics, science, and social studies. This team works with the school administrators and teachers and with the district's Curriculum Department for continual program improvement at all grade levels.

INTERMEDIATE PROGRAM – Children in the 5th and 6th grades study language arts, reading, math, science, social studies, fine arts, physical education, and technology. Elective offerings may vary from campus to campus. State law lists the skills and concepts which must be taught in each of these subjects at each grade level. The district's curriculum guides for the teachers are based on the state requirements.

Each intermediate school has a team of MCT's who coordinate language arts, reading, math, science, social studies, and technology. This team works with the school administrators, teachers and the district's Curriculum Department for continual program improvement at all grade levels.

ELEMENTARY/INTERMEDIATE HONOR ROLL

Grades 1 through 4 (5 in Elementary)	
All A's ● 90 or above in academics ● 90 or above in conduct ● No N's or U's	**A and B** ● 80 or above in academics ● 80 or above in conduct ● No N's or U's

Intermediate		
All A's ● No B's ● No N's or U's	**All A's and 1 B** ● No more than one B ● No N's or U's	**All A's and 2 B's** ● No more than two B's ● No N's or U's

REQUIRED PHYSICAL ACTIVITY

Texas Education Code Section 38.101 and Section 38.103 require the fitness levels of all public-school students who are in grades 3-12 and enrolled in a physical education course or any physical education substitute course or activity be assessed at least once annually. School districts are required to submit the results of the assessment to TEA each school year through FitnessGram software.

In accordance with Policies EHAB, EHAC, EHBG and FFA, Alief ISD has adopted policies to ensure that students enrolled in a grade below grade 6 engage in at least 135 minutes per week of structured physical activity. Physical activity must be provided in a TEKS-based physical education class or a TEKS-based structured activity. This is done in AISD through a combination of required physical education, required wellness time, structured recess, Action Based Learning Labs, and a physical component required in all music classes. In grades 6, 7, and 8 Alief ISD will ensure that students have TEKS Based Physical Education Course daily. High

school students are required to have one full credit of physical education. Parents/Guardians have the right to obtain their child's fitness assessment.

SCHOOL HEALTH ADVISORY COUNCIL

The School Health Advisory Council (SHAC) is an advisory group comprised of individuals who represent segments of the community. The group acts collectively to provide advice to the AISD School Board on aspects of the school district's health program.

During the previous school year, the district's School Health Advisory Council held four meetings. Additional information regarding the district's School Health Advisory Council is available from the AISD Wellness Coordinator at 281-498-8110, ext. 29107.

WELLNESS PROGRAM

School wellness programs are now required in all schools that participate in federally funded school nutrition programs. Alief ISD has written and is implementing a wellness policy that will benefit all students. This policy addresses goals that are designed to promote student wellness for **nutrition education, physical activity and other school-based activities.** It also sets **nutritional standards** for all foods available on each school campus during the school day, and has goals for nutrition promotion. The objective of this policy is to promote student health and reduce childhood obesity. This policy was a collaborative effort and the policy is available on the Alief ISD website.

SPECIAL PROGRAMS

Gifted and Talented Services – Each elementary school provides G/T services to all students identified as gifted/talented. A GT Specialist and a team of content MCT's coordinate instruction and enrichment activities both in the regular classroom. In addition, students may spend a portion of each week working with one or more members of the MCT team. In intermediate school, students identified as gifted/talented are grouped together in a full- time gifted only classroom where content from the four core academic subjects is incorporated into thematic units of study.

Students may be recommended for Gifted and Talented Services by a teacher, parent, or by the student themselves. Students qualify for services through high scores on a cognitive abilities test, an achievement test, and a test of creativity.

PRE-KINDERGARTEN – Alief ISD now offers a Pre-Kindergarten program for 3 year old students, as well as 4 year old students. The Pre-Kindergarten 3-yr old program will be offered exclusively at the Early Learning Centers (Jefferson and Martinez) for the inaugural year of 2026-2027, and will expand to other elementary campuses in future years. The Pre-Kindergarten 3-yr old program is a partnership collaboration with HeadStart and eligibility requirements are displayed via the website, as well as at the campus. To enroll in Alief ISD's pre-kindergarten program, a child must be three or four years old on or before September 1, of the current year, and meet at least one of the following requirements:

- be unable to speak or comprehend the English language (testing will take place at registration)
- is a student who is eligible to participate in the national free or reduced-price lunch program
- is homeless

- is the child of an active-duty member of the armed forces of the United States
- is the child of a member of the armed forces injured or killed while on active duty
- is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing.
- Is the child of a person eligible for the Star of Texas Award as: a peace officer, a firefighter, or an emergency medical first responder.

Household income is at or is below the subsistence level as defined by the State Board of Education. (Documentation of all sources of income to all members of the household must be submitted at the time of registration. Acceptable documentation includes payroll check stubs for the most recent three months or a copy of the most recent federal income tax return).

Parents/Guardians of pre-kindergarten students are responsible for their children's transportation.

ESL/BILINGUAL PROGRAMS Each campus provides bilingual and ESL programs to serve the needs of Emergent Bilingual (EB) students who are developing their English proficiency.

Children who come to the district speaking a language other than English are tested at the time of registration. Students who are identified as Emergent Bilingual (EB) will participate in the bilingual program or ESL program.

Children from Spanish-speaking families are best served in the Bilingual Program with Bilingual certified teachers to achieve maximum potential for language development and academic success.

Teachers provide intensive instruction to develop English and academics. Once a student meets the state reclassification criteria for EB students, the student will be served through general education.

Dual Language Program is a One-Way and Two-Way Dual Language Immersion program available to all qualifying students across the district beginning in Kindergarten. The program offers students an opportunity to develop two languages through a 50-50 Spanish/English instructional model. The goals of this program are for students to obtain bilingualism and bi-literacy in both English and Spanish, to meet or exceed state standards on academic achievement tests, and to develop positive attitudes towards other cultures so they can appreciate a global perspective within an international community.

TITLE I – Alief ISD receives federal funding under the Every Student Succeeds Act to support student academic achievement. The largest source of federal funding for this purpose is the Title I, Part A program. Title I provides supplemental funding to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I schoolwide programs are in place at all elementary, intermediate, middle, and high schools, excluding only the district's alternative education programs. Title I allows for the coordination of funds from federal, state, and local sources. For more information about the Title I program, or how you can become involved, contact the Federal Programs and Grants Department at 281-498-8110, extension 29167.

SUMMER SCHOOL – A variety of summer school programs are provided for students identified as at risk of retention and/or who demonstrate academic need based upon specific program eligibility criteria. The programs may vary slightly from school to school, grade level to grade level depending upon funding sources available to the campus. Invitation letters for summer school are distributed to parents/guardians of students in elementary, intermediate and middle school meeting the eligibility requirements in late spring and registration is held prior to the end of each school year. Specific registration information will be provided within the letter. Students not registered by the deadline may forfeit their summer school invitation and their space may be released to the next person on the waiting list. Summer school for high school students is a credit recovery program and allows

students who failed courses during the year to make up those credits. Counselors contact students to encourage them to attend summer school when needed. Fees may be charged to students depending on student eligibility and funding sources for summer school. Bus transportation is also available for students PK-12 residing in bus zone areas.

SECONDARY SCHOOLS

MIDDLE SCHOOL PROGRAM

Academic Teams-The middle school program is designed to have students in all grades organized into academic teams. The purpose of the "team" organization is to provide students with a sense of community in small groups as well as in the school community as a whole. The academic areas for all grades include social studies, language arts, mathematics, and science. Other required subjects, which may be provided at varying grade levels, include: computer literacy, health, reading/literature, and physical education. Students will choose for the remaining classes from fine arts, foreign language, technology, life management skills, and other electives as offered.

Intramurals-The co-educational intramural program offers both individual and team physical activities for all middle school students. Through their involvement, students develop intellectually, socially and physically. The intramural schedule for the school year includes team and individual sports, as well as special activities which are held on teacher workdays. Students are expected to make up any class work missed while participating in intramurals. Classroom teachers have the authority to terminate a student's participation in intramurals because of academic or disciplinary problems.

HIGH SCHOOL PROGRAM

Accreditation (Texas Education Agency) − Schools must require all students to meet minimum requirements for graduating in order to maintain full accreditation by the T.E.A. and the Southern Association of Colleges and Schools.

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents/guardians 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.

Alief Advanced Academic Courses (Alief AAC/AP Courses) – The Advanced Placement Program® follows course guidelines developed and published by the College Board. The program provides motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in AP classes gain college-level skills and are expected to sit for the exam at the end of the course. Alief Advanced Academic Courses (Alief AAC) are designed to build the necessary skills for students to be successful in Advanced Placement Classes and courses with opportunities to earn post-secondary credit. Alief Advanced Academic Courses (Alief AAC) have entry criteria and students sign a contract in order to participate. Descriptions for Alief AAC/AP courses are listed in the course catalog. Alief AAC/AP courses carry a weighted grade point.

Alief Advanced Academic Courses (Alief AAC)/AP Course Grade Points	
A – 5 grade points	C – 3 grade points
B – 4 grade points	F – 0 grade points

Classification – Students are not reclassified during the school year. The minimum credit requirements for each classification are as follows:

10th grade	Sophomore	6 credits
11th grade	Junior	12 credits
12th grade	Senior	19 credits

Any student who is 2 or more credits behind the standard at the end of the year may not participate in year- long, non-academic courses the following year (i.e., athletics, band, choir, orchestra, cheerleading, drill team, theatre, speech, ROTC). The student may be enrolled in these classes for one-half of the year and must make-up their credits in the second half of the year.

SOAR (Special Opportunities for Academic Restoration) – SOAR offers classes to credit deficient students, so students can graduate on time with their cohort. SOAR applicants must be (1) enrolled in an Alief HS, (2) be 16 years of age, with positive discipline records and no recent alternative school placements. Students with a year's deficiency in credits can earn credits in English, Math, Science, and Social Studies through an accelerated block schedule. They complete a semester's worth of work in nine weeks. Since instruction is accelerated and multiple subjects are taught
within a class, a student must be highly motivated to learn and be committed to attend every class. Interested students must apply with their **main campus counselor.** The SOAR day and NHS programs use the direct instruction model, computer-based software, online courses, and web-based curriculum to meet students' needs.

SOAR Night High School – NHS also offers the opportunity for credit recovery, so students can take courses in the evening to graduate with their cohort. NHS applicants must also be (1) enrolled in an Alief HS, (2) be 16 years of age, with positive discipline records and no recent alternative school placements. Seniors/Juniors in the current cohort receive priority when scheduling classes. Credit deficient students can graduate with their cohort by taking a variety of courses offered in the NHS. Interested students must apply with their **main campus counselor.** SOAR NHS offers extended hours so dual enrollment is possible. Students must be committed to an extended day and have good attendance to do well in SOAR NHS's accelerated program. Hours for SOAR NHS are:

NHS 1: 3:15 PM – 4:35 PM
NHS 2: 4:45 PM – 5:50 PM
NHS 3: 6:00 PM – 7:15 PM

The **World Languages Program** offers students an opportunity to engage in the learning of an array of critical languages needed to be successful in a global economy. With languages such as Spanish, French, Arabic and Mandarin Chinese across different levels with well-prepared teachers, students can access a world class education. Further, by participating in Alief's World Languages Program, students can acquire knowledge in another language and culture to enable them to become multi-literate members in the community.

College Credit Courses – 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, or Advanced Placement (AP).
- Enrollment in an AP or dual credit course through the Texas Virtual School Network.
- Enrollment in courses taught in conjunction and in partnership with Houston Community College (Alief campus), which may be offered on or off campus.
- Enrollment in courses taught at the following institutions in the district: (HCC Coleman College).
- Certain CTE courses.

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

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/guardians should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Dual Credit Courses − Dual Credit is a process by which a high school senior enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. While dual credit courses are often taught on the secondary school campus to high school students only, a high school student can also take a course on the college campus and receive both high school and college credit. Students may also take an online dual credit course through the Texas Virtual School Network (TxVSN). Dual credit courses include both academic courses as well as technical courses. These courses are steppingstones from high school to college, serving as a path to academic degree programs or college-level workforce education courses. Dual credit courses carry a weighted grade point.

Career and Technical Education (CTE) − With more than 100 individual courses offered in the Career and Technical Education program, middle school and high school students can determine a program of study to include a wide array of courses from within the 14 career clusters offered in Alief ISD. Included within the course offerings are opportunities for the student to receive dual credit; articulated college credit; industry recognized certifications; and participate with the co-curricular Career and Technical Student Organizations. For more information, call the Career and Technical Education (CTE) Office at 281-498-8110, extension 43001.

CTE offers complete programs of study in the following career cluster areas: (1) Agriculture, Food & Natural Resources, (2) Architecture & Construction, (3) Arts, A/V Technology & Communications, (4) Business. Finance and Marketing (5) Education & Training, (6) Finance, (7) Health Science, (8) Hospitality & Tourism, (9) Human Services, (10) Information Technology, (11) Manufacturing, (12) Marketing, Sales & Services, (13) Science, Technology, Engineering & Mathematics, (14) Transportation, Distribution & Logistics. The fourteen clusters and multiple pathways fall into the following endorsement areas: Science, Technology, Engineering and Mathematics (STEM), Business & Industry, and Public Services.

Articulated Credit Courses – Articulated Credit is a process by which the school district enters into an agreement with a local community college to provide students the opportunity to receive workforce college credit for courses taken while in high school. The student must be on a plan of study and participate as a CTE Coherent Sequence participant. Upon graduation and enrollment in the partnering community college, a student

declares a major associated with the coherent sequence, completes 12 credit hours and the courses successfully completed in high school are transcript onto the student college record.

Correspondence Courses – Correspondence Classes Students may earn up to 2 high school credits by taking correspondence classes from State Board approved universities. A fee is required. See your counselor for details. **No grade points are awarded for correspondence courses.**

Distance Learning – Distance learning includes courses that encompass the state-required essential knowledge and skills but are and can be taught through multiple technologies.

The Texas Virtual School Network (TxVSN) has been established 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. These courses are transcripted, count toward GPA, UIL and NCAA qualifications. Depending on the course in which a student enrolls, the course may be subject to the "no pass, no play" rules.

Dropping TXVSN courses past the 14 days for semester long courses or 4 days for accelerated courses will result in a failing grade.

All distance learning final exams are required to be proctored.

Please contact the counselor at your high school or go to the Alief website under DEPARTMENTS and Curriculum & Instruction to get more information about Distance Learning.

CLASS SCHEDULE CHANGES

During the early part of each semester, it is always necessary to balance and change some classes. Beyond this necessity, all requests for class changes are discouraged. Requests to change a class from one period to another or from one teacher to another will not be honored.

DROPPING COURSES

Students are encouraged to select their courses carefully with the guidance of parents/guardians, counselors, and teachers. Students will need to drop courses if the prerequisite for the course has not been met. Courses may not be dropped after two (2) days and then only with the permission of the Coordinating Principal.

FINAL EXAM EXEMPTION POLICY

MAXIMUM ALLOWED:

Grade	Number Per Semester
9	Two (2) classes (Spring Semester only)
10	Two (2) classes (No core classes in Fall

	Semester)
11	Three (3) classes (No core classes in Fall Semester)
12	Four (4) classes Fall Semester/All classes Spring Semester

***9th – 11th GRADES CANNOT EXEMPT SAME COURSE BOTH SEMESTERS.**

Remediation classes cannot be exempted.

QUALIFICATIONS:

Attendance

1. No more than 2 absences (excused or unexcused) or 2 tardies in the class from which the exemption is requested
2. Truancy in any class will disqualify a student from any exemption
3. Absences for school business do not count against a student

Conduct

1. No more than a total of two (2) office referrals for the semester
2. A conduct grade of satisfactory or excellent
3. No removal from school for disciplinary reasons during the semester (no suspensions or emergency removals, etc.)
4. No assignment to Drop-In SAC, All Day SAC, or CLC

Grade/Average

1. A grade of 85 or better in a regular class and 80 or better in a Alief AAC/AP class for the semester in the class(es) which the exemption is requested
2. **Additional Requirements**
    a. No waivers will be used.
    b. Student must be cleared of all debt to qualify for exemptions.

Other

1. Students registering after the 6th day of a semester are not eligible for final exam exemptions.
2. Transfer students must provide attendance and disciplinary information from their previous school.
3. Any student who qualifies for an exemption has the option to take final exams. However, if the exempt student takes the exam, that grade will count in their final average regardless of what the score is on the exam.

UIL

UIL Grade Eligibility Exemption Provisions/Advanced Classes – No Pass, No Play

The following provisions will be used by high school principals in exempting a student's grade in UIL identified advanced classes for no pass, no play purposes.

- An exemption may be granted for one course per term. Students failing more than one course will not be considered for an exemption.
- An exemption may be granted only once during the school year for any one course.
- The grade will be exempted for three weeks only.
- This form must be submitted to the principal complete with coach/sponsor and parent signature.Student remains ineligible for UIL purposes until the principal grants approval.

STUDENT ACTIVITIES AND ORGANIZATIONS FOR SECONDARY STUDENTS

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. A student shall be informed of any extra-curricular behavior standards at the beginning of each school year or when the student first begins participation in the activity.

Requirements for Holding a Student Office:
In order to obtain the best possible student leadership and to prevent interference with scholastic achievement, all students must meet guidelines established in AISD board policy and the organization's Constitution. All officers must have an overall 2.0 grade average and no more than one "N" in conduct. The president must have a 3.0 average. Officers to be elected are president, vice-president, secretary, and treasurer. The office shall be relinquished for serious infraction of the school rules, or failure to improve a grade of F, and/or a conduct mark of "N" or "U."

Regulations:

A. A sponsor must be selected and approved by the principal; the sponsor must be a certified staff member.
B. Clubs should be based on student interest, and membership must be voluntary.
C. No local dues may be charged; any student expense is subject to the approval of the principal.
D. All clubs must have a constitution, specifying the purpose of the club. It is the responsibility of the student to secure a copy of the constitution from the sponsor to become familiar with the rules and regulations.
E. All fund-raising and advertising should be supervised by the sponsor and have principal approval.
F. UIL standards will be enforced for eligibility.

School-Sponsored/Extra-Curricular Activities − Students traveling on a school-sponsored trip or students attending a school-sponsored function, represent their school and their community. Students are governed by the Student Code of Conduct while in attendance at any school function.

All field trips and school-sponsored activities must be approved by the principal. Students must have permission slips signed by parents/guardians before they may go on field trips or school-sponsored functions.

When our students and fans are at another school or city to support our teams in competition, it is necessary to demonstrate enthusiasm without becoming a public nuisance.

Host School − Visiting students and faculty should be treated with the greatest courtesy and respect.

Student Council − Student Council officers are elected each spring by the student body. The student council is a viable group whose goals work toward a better school through student involvement.

National Honor Society − The National Honor Society has a membership determined by the enrollment of the Junior and Senior Classes respectively, with elections being held in the fall of the school year. Membership is based upon the four ideals of the organization: scholarship, character, leadership, and service. To be eligible for membership, a candidate must be a Junior or Senior with an overall GPA of 3.7 and meet the other criteria as stated in the Society's constitution. Any item or combination of the following items will place a student on probation:

A. Earning less than 2 grade points in any one course

B. Receiving "N" or "U" in conduct
C. Non-participation in NHS activities

A student must show evidence of service to the school and community. Grades and conduct are checked at the end of each term. Should a student's performance fall below the standards set, the student will be on probation for the next term. If at any other time during the student's membership, he/she is unable to maintain these standards, the student will be permanently dismissed. Graduates in good standing as stated in the constitution will be allowed to wear the NHS collar at graduation and will be given "Honor Cords."

National Junior Honor Society − This organization is for Middle School students who consistently exhibit behaviors which are characteristic of a highly successful student. To be in Junior Honor Society, students must be in eighth grade and must have a 90% average with no single grade lower than 80% for three consecutive grading periods, and must have teacher recommendations. A student may have no U's and no more than one N in one nine-week period, or a total of three N's in three nine-week periods. In order to remain in Junior Honor Society, students must maintain an average of 85% of all grades. Any U, N, D, or F during a nine-week period will put students on probation. Students are allowed one probation period of nine weeks. More than one probation period will result in dismissal from the National Junior Honor Society. The National Junior Honor Society strives to be of service to the school and the students.

Cheerleaders − In order to try out for cheerleader, you need to be aware of the following:

A. In order to be eligible, UIL standards will be enforced.
B. After selection:
    a. Each must meet "no pass no play" requirements to participate. Ineligible students will be placed on probation.
    b. All grade averages will be checked and recorded immediately after the close of each progress report.

Band − During football season all eligible band students make up the marching band. After marching season, the band program is divided into Concert Bands. These groups perform separate musical selections at concerts and competitions throughout the year. All band students are required to audition for the various concert band organizations. The director shall determine in which band class a student will be placed based on auditions. Auditions will take place at the beginning of each term. All band students are members of the Marching Band, including the Flag and Rifle Corps. Band officers will be either elected or appointed. Dismissal or probation will be recommended by the director for lack of participation, poor conduct, absenteeism, and failure to comply with the rules.

Orchestra – Orchestra performs at school functions, competitions, and shows throughout the school year. All orchestra students are required to audition at the beginning of each semester, and the director shall determine in which orchestra class a student will be placed. Orchestra officers are elected or appointed. Dismissal and/or probation will be recommended by the director for lack of participation, poor conduct, absenteeism, and/or failure to comply with the rules.

Speech and Debate – Students who join Speech and Debate may participate in various tournaments throughout the school year. Students must attend all required rehearsals and meetings with the Speech/Debate Coach and abide by all UIL rules regarding eligibility and absenteeism. Students have the opportunity to participate in local, regional, state, and national level competitions.

Theatre – Each Alief ISD High School offers Theatre classes during the day, as well as after-school opportunities to participate in plays/musicals/productions. Auditions are required for all shows and competitions. Theatre

Officers are elected by the students in the campus Thespian Troupe. Theatre students have the opportunity to participate in local, regional, state, and national level competitions. Theatre students must abide by all UIL rules and regulations."

Choir − Choir performs at school functions, competitions, and shows during the school year. All choir students are required to audition for the various choirs. The director determines in which choir class a student will be placed based on that audition. Auditions will take place at the beginning of each semester. Choir officers are elected or appointed. Dismissal and/or probation will be recommended by the director for lack of participation, poor conduct, absenteeism, and/or failure to comply with the rules.

Drill Team − The Drill Team performs at athletic functions and parades. Members also participate in competition and school spirit activities.

Newspaper − The school newspaper is written and compiled by the school's journalism classes. Found in the school newspaper are accounts of what has been happening in school and information regarding upcoming events.

Yearbook − The school yearbook is published by the members of the Yearbook Staff. It is one of the cherished possessions of every high school student, as it provides a pictorial record of the school year. To be a member of the staff, a student must have at least a 2.0 grade average and have sponsor approval.

Career and Technical Student Organizations – These organizations are considered co-curricular student organizations and part of the CTE programs at each school. They include: FFA; Business Professionals of America (BPA); Future Business Leaders of America (FBLA); DECA; Health Occupations Student Association (HOSA); Texas Association of Future Educators (TAFE); Skills USA; and Technology Student Association (TSA). Membership is open to any student who is currently or previously enrolled in the associated CTE program. Students have the opportunity to participate in local; regional; state; and national level competitions.

Athletics − All high schools in AISD participate in University Interscholastic League Contest, and all sports activities are governed by the rules and regulations established by this organization.

The well-rounded UIL program includes football, volleyball, cross-country, basketball, baseball, softball, golf, soccer, swimming, tennis, track and field. Other sports may be added when sanctioned by the UIL and AISD. The number of teams in each sport is determined by students' interests. Students who are interested in trying out for a sport should contact the head coach for the sport at their assigned school. Each student who wishes to participate in athletics must first secure parents/guardians' permission and have doctor approval. Students participating in athletics who are determined to be involved with serious or persistent misbehavior will be dropped from the team. Students need to remember that participating is a privilege, not a student right. All UIL standards will be enforced for eligibility.

Parents/Guardians and students should be reminded that the standards for dress, behavior, and performance may be stricter for those who make the choice to participate in extra-curricular activities and organizations.

Participation in athletics is an excellent way for players to develop talents, receive recognition, and build strong relationships with others. Participation in athletics in Alief ISD is completely voluntary and membership on a team is a privilege. Therefore, expectations and standards for student-athletes are stricter than those for students in general.

DRESS AND GROOMING:

Athletes will dress appropriately for trips to other school districts as well as at home contests. Well-groomed athletes represent Alief ISD.

1. Facial hair must be well groomed.
2. Hair shall be neat, well-kept and of reasonable length.
3. Earrings are not allowed due to safety reasons.

STEROIDS – 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 participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at: http://www.uiltexas.org/health/steriod-information

GRADUATION INFORMATION

Both students and parents/guardians have the responsibility of selecting the proper courses needed to fulfill future goals; however, the student's teachers, counselor, and principal will be available to offer any assistance needed in planning a student's future.

To receive a diploma from an Alief high school, a student must have met the district and state credit requirements, the state's assessment requirements, and the state's financial aid requirement prior to graduation. A student who has met graduation requirements may finish school at the end of any semester with the principal's approval. Grade point averages will be computed at the end of the third nine weeks. Seniors are required to take four classes during the first semester of their senior year and at least three classes during their second semester.

Students assigned to a discipline alternative education program (DAEP) are subject to the assignment until the student completes the term of the placement.

Students enrolled in a DAEP on the last day of school are not eligible to attend or participate in second semester graduation exercises.

Any student who drops out of a physical education waiver program must meet physical education requirements for graduation. LOCAL CREDIT ONLY courses do not count toward graduation requirements. Information regarding the specific requirements for graduation can be found in the school counselor's office.

Graduation Exercise – Graduation exercises will be held at the end of the second semester and in August. Only those students who have met the district and state credit requirements, the state's assessment requirements, and the state's financial aid requirement before the graduation date will be allowed to participate. In addition to the other requirements for graduation, a senior student must be in attendance at graduation practice.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Caps and Gowns – The caps and gowns for graduating seniors are bought from a company chosen by the administration. Cap and gown orders are taken and fees are due when they are delivered or ordered depending on the requirement of the company. This cap and gown must be worn during the graduation.

Honor Cords worn by honor students are not replaceable.

Personal Graduation Plan (PGP) – Personal Graduation Plans/Four Year Plans are road maps used to assist students in developing their path towards graduation. Plans are created in 8th grade, reviewed during individual student/counselor conferences, monitored each semester by the counselor and updated if/when the need for remediation arises.

The Foundation School Program was implemented during the 2014-2015 school year. All students entering 9th grade and thereafter must enroll in courses necessary to complete the curriculum requirements for the Foundation High School Program with at least one endorsement. Students may earn a Distinguished Level of Achievement by successfully completing the curriculum requirements for the Foundation high School Program with at least one endorsement and the successful completion of Algebra 2 as one of their four mathematics courses.

Information specific to each plan is available in the counselor's office. Elective credits shall be selected from other courses listed in the High School Course Description Guide.

Graduation programs available for students:

- Minimum Program (22 credits)
- Recommended High School Program (26 credits)
- Distinguished Achievement Program (26 credits — to include 4 advanced measures)

Information specific to each plan is available in the counselor's office. The elective credits shall be selected from other courses listed in the high school course guide.

Class rank/top ten percent/highest ranking student:

- Class rank shall be based on the end of the eleventh grade, middle of the twelfth grade, or at high school graduation, whichever is most recent at the application deadline.
- The top ten percent of a high school class shall not contain more than ten percent of the total class size.
- The student's rank shall be reported by the applicant's high school.
- Class rank shall be determined by the Texas school or school district from which the student graduated or is expected to graduate.

Valedictorian and Salutatorian

A graduating senior shall be selected as valedictorian and as salutatorian in each high school each year using the following criteria:

1. Have completed less than 21 credits and 7 semesters at the end of the first semester of the senior year.
2. Have earned the highest and second highest ranking, respectively. Grades available at the end of the third nine weeks will be used as a semester grade and averaged with the other semester grades to determine ranking.
3. Have been continuously enrolled in the same District high school for the four semesters immediately preceding graduation; and
4. Have completed the foundation program with the distinguished level of achievement.

Once selected, the campus coordinating principal shall review the records of the selected students for any of the following:

1. Referrals to DAEP during the students' junior or senior year.
2. Infractions of cheating that led to disciplinary action.
3. Transferring to a District high school during the student's junior or senior year.

If any of the above is identified, the student's records shall be referred to a District-level review committee consisting of the Deputy Superintendent of Instruction and Chief of Schools.

TRANSCRIPTS

When requesting an official transcript to be mailed by the registrar to the college of your choice, you must submit a request to the Registrar's office. You will be allowed (5) preliminary and one (1) final transcript mailed without cost. Additional transcripts will cost $2.00 payable at the time of the request.

Universities or other entities that request official copies of the Academic Achievement Record (AAR) directly from school districts are responsible for obtaining authority from students for release of such records. Students may also request direct mailings of official copies to colleges or to prospective employers. An official AAR provided by the school district may be differentiated from the copy given to the student or family. The words "Official Copy" imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. A transcript copy should be marked or stamped "Official Copy" only at the time of its authorized release to another institution or student-approved recipient. This stamp or manual entry is never put on the original file document and is not placed on the copy provided to the student or family. The principal, registrar, or their designee may also print or type his or her name and title and sign and date the AAR.

An embossed school seal may also be used on official copies of the AAR along with the "Official Copy" entry.

COLLEGE AND UNIVERSITY ADMISSIONS

A student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class (Texas Education Code, §51.803). If an eligible student is applying as an undergraduate to the University of Texas at Austin in the summer/fall 2026 or spring 2027, the applicant must earn a grade point average in the top 5 percent of the student's high school graduating class.

The applicant in either case must also: (1) earn the distinguished level of achievement under the Foundation High School Program; or (2) satisfy ACT's College Readiness Benchmarks on the ACT assessment or earn on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

- Satisfied the SAT or ACT readiness scores reflected on the university's website.
- Satisfied TSI assessment requirements

To qualify for automatic admission an applicant must:

- Submit a completed application for admission in accordance with the deadline established by the college or university; and
- Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the Foundation High School Program.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

Should a Texas public 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/guardians should contact the counselor, the college access counselor, or the senior center/grad center on their campus for further information about automatic admissions, the application process, and deadlines.

ALIEF INDEPENDENT SCHOOL DISTRICT
STUDENT CODE OF CONDUCT

DISTRICT BEHAVIORAL PHILOSOPHY

The Alief Independent School District Student Code of Conduct is based on a belief that excellence in education is best achieved by maintaining high standards for student conduct. This goal may be achieved in an environment which involves parental support and is free from disruptions which interfere with the educational process.

Alief ISD recognizes, appreciates, and encourages parental and staff responsibility for the development of self-discipline in the student to help achieve the goal of this code. Students are expected to conduct themselves appropriately and contribute positively to the school community. By respecting student rights and encouraging student and parental responsibility, the district seeks the full development of each student's potential.

INTRODUCTION

The Alief ISD Student Code of Conduct was developed through the commitment, cooperation, and involvement of the district's administrators, teachers, and parents/guardians. The Code of Conduct describes the district's expectations for student conduct and specifies the consequences of violations. The District will foster an environment that strives to provide equity and inclusion for all.

The mission of Alief Independent School District, in collaboration with family and community, is to provide an exemplary education that values diversity of race, culture, gender, learning ability, and socioeconomic background in an environment that is equitable for all students and free of stereotypical expectations to ensure both a physically and mentally safe environment.

This Student Code of Conduct will be enforced:

- while a student is enrolled with the district
- **during regular school hours** (includes any time before and after school hours which may impede the educational community)
- while the student is at a designated bus stop or while the student is being transported on a school bus,
- Walkers before and after school within 300 feet of school property
- at school-related functions where school personnel have responsibilities for students,
- while using personal accounts, district devices, or social media
- any time or place at which student conduct can be linked to the campus of the student or obstructs the mission or operations of the school district or the safety or welfare of other students or staff members, and
- while a student is visiting any other campus in the State of Texas.

The district requires acknowledgement of receipt of the Student Code of Conduct annually. The Parent-Student Acknowledgment/Consent Form is included for review, signatures, and return to school.

The Code:

- describes a positive learning atmosphere,

- specifies conduct that disrupts such an environment,
- assures the rights and responsibilities of students, and
- standardizes procedures to be used in responding to disciplinary matters.

This code has been approved by the Board of Trustees and carries the full impact approved by board policy and administrative procedures. Subsequent addenda may be adopted by the Board of Trustees and may represent authorized amendments to the Code.

A copy of the Alief ISD Board Policy Manual may be accessed via the Alief ISD Web page at **www.aliefisd.net**. A copy is also kept on file in the Superintendent's Office. References are made to the Alief ISD School Board policies throughout the Student Code of Conduct. These references are noted by an alphabetical coding system; i.e. FOD (LEGAL).

RESPONSIBILITIES

The individual responsibilities described below require full cooperation and collaboration of all who are involved in the educational process.

1. Students are responsible for:
    a. acknowledging, reviewing with parents/guardians, signing annually, and complying with the AISD Student Code of Conduct,
    b. conducting themselves in a manner, including attire, that is neither disruptive, disrespectful, nor gang related and which does not violate any section of the Student Code of Conduct,
    c. attending assigned meetings, counseling sessions, or mandatory tutorials,
    d. cooperating with teachers, administrators, and parents/guardians in the implementation of the Student Code of Conduct,
    e. exhibiting positive school citizenship,
    f. attending school in compliance with state laws and district policies,
    g. following school rules and regulations as described in the student handbook,
    h. practicing self-discipline strategies,
    i. returning textbooks, educational materials, and devices/accessories to the school or reimbursing the school for items lost, broken, or misplaced, attending scheduled classes on time, preparing for class and completing assignments, and
    j. reporting any information that jeopardizes the personal safety, physical and emotional health, and well-being of students and staff.
2. Parents/Guardians are responsible for:
    a. reading, signing annually, and becoming informed about the Alief ISD Student Code of Conduct and encouraging their children to adhere to it, **(refusal or failure to sign does not exempt a student from adhering to the rules, regulations or consequences contained in the Student Code of Conduct).**
    b. establishing and maintaining a positive attitude toward education and behavior at school and for encouraging proper study habits and responding appropriately if notice of unsatisfactory progress is received from school,
    c. ensuring that their child attends school regularly and is on time, a written note or email must be sent to the school within three (3) days of the child returning to school,
    d. picking up their child at the end of the school day or following an after-school activity within 15 minutes of the designated time
    e. teaching their children respect for the property rights of others and for the school rules,
    f. providing for the physical needs of their children and ensuring school appropriate dress at school and school-related activities,

g. showing an active interest in their children's progress through contact with the school and ensuring attendance at mandatory tutorials,
h. ensuring that their children return school property, including but not limited to textbooks, library books, articles of clothing, classroom materials, and electronic devices/accessories provided to them for educational purposes and for reimbursing the school for the cost of those items lost, broken, or misplaced by their children,
i. maintaining up-to-date home, cell, work, emergency telephone numbers, addresses, and other pertinent information at the school such as, but not limited to, guardianships and/or pick-up changes,
j. cooperating and responding immediately to school requests when the child is ill or involved in a disciplinary matter,
k. participating in conferences and events during the school year, (see Code of Civility Acknowledgement p. attending parent training workshops for home reinforcement of study skills and specific curriculum objectives,
l. making restitution in accordance with Board policy,
m. providing transportation for a student assigned to detention or participating in after school and evening activities/programs,
n. assuming responsibilities as described in the student handbook,
o. reinforcing self-discipline strategies as practiced in school,
p. providing adequate supervision for the student during periods of suspension,
q. maintaining open communication with school staff, (see Code of Civility Acknowledgement p. 2)
r. reviewing, signing, and returning all state mandated notices regarding student progress, and
s. providing transportation for students who have lost bus privileges.

3. The Community is responsible for supporting the philosophy and practices of the Student Code of Conduct through:
   a. community involvement in acknowledging student achievements,
   b. community involvement in school/student extra-curricular activities,
   c. cooperation with law enforcement agencies and compliance with existing laws and ordinances,
   d. provision of positive adult role models, and
   e. family support services such as outreach programs.
4. Teachers and staff are responsible for:
   a. knowing and implementing the stated Alief ISD Student Code of Conduct,
   b. filing a written report, in a timely fashion, to the appropriate administrator documenting that a student has violated the Student Code of Conduct,
   c. implementing lesson plans, learning activities, and classroom management techniques designed to teach self-discipline strategies and meets district standards for effective educational programs,
   d. effectively communicating expected behaviors within the classroom and building,
   e. maintaining effective communication with school administrators to inform them of individual student issues,
   f. cooperating with counselors and the school nurse to develop a thorough understanding of the individual student,
   g. maintaining contact with parents/guardians to encourage a consistent home/school approach in solving individual student issues (including one or more conferences if the student is not maintaining passing grades or achieving the expected level of performance),
   h. serving as positive role models and displaying respect toward students, parents, staff, and community,

i. teaching students, through interactions, to strive toward self-discipline and encouraging work habits that will lead to the accomplishment of personal goals,
j. maintaining an annual disciplinary record,
k. grading assignments promptly and disseminating grades in accordance to board policy,
l. responding to parental messages and requests in a timely manner,
m. ensuring that all interactions with fellow staff members and parents/guardians are designed to ensure maximum student success, while maintaining confidentiality,
n. recording attendance accurately and timely and attesting to the validity of the data,
o. ensuring good student discipline by being in regular attendance and on time,
p. recommending students who are habitually absent or who will possibly be retained to attend mandatory tutorials,
q. ensuring good student discipline and time-on-task by developing and implementing detailed and grade level appropriate daily lesson plans.
r. creating a safe educational learning environment.
s. assuming all responsibilities and duties as assigned and/or as described in the school staff handbook and district employee handbook.

5. Campus administrators are responsible for:
   a. establishing and implementing programs to train staff members in the Alief ISD Student Code of Conduct,
   b. processing and sending within three (3) days, a copy of a report received from a staff member reporting a student's violation including a change of placement or transportation violation to that student's parent/guardian.
   c. assisting campus staff in the implementation of the District Student Code of Conduct,
   d. educating students relative to their self-discipline responsibilities with the Student Code of Conduct
   e. informing and involving parents/guardians in the implementation of the Student Code of Conduct,
   f. responding to self-discipline deficits referred to them by teachers and assisting with individual students who may not conform to the Student Code of Conduct,
   g. ensuring that parents/guardians are notified of the progress of their student and any significant changes in achievement and/or behavior,
   h. implementing discipline procedures for due process investigation including but not limited to: collecting statements, interviews, administrative search, parental contact and parent notification.
   i. providing parent training workshops for home reinforcement of study skills and specific curriculum objectives,
   j. serving as positive role models and displaying respect towards students, parents/guardians, staff and community,
   k. holding students accountable for their actions which relate to the Student Code of Conduct and to communicate in a positive manner with the Alief Police Department as needed, and
   l. ensuring that all student data is properly recorded in a timely fashion.
6. Central Administrators/Directors are responsible for coordinating and directing the Student Code of Conduct by:
   a. recommending Board approval,
   b. ensuring district compliance with legislation,
   c. designating campus discipline management specialists,
   d. developing, providing, and documenting training/in-services with Chapter 37 of the Texas Education Code,
   e. evaluating the District Student Code of Conduct,

f. publicizing, promoting, and disseminating information in the community and district about the Student Code of Conduct,
g. fulfilling designated roles in due process and hearing procedures, and
h. serving as positive role models and displaying respect towards students, parents/guardians, staff and community.

7. School Board members are responsible for:
    a. enacting and enforcing policies which facilitate establishment and maintenance of a positive learning environment,
    b. approving and supporting the District Student Code of Conduct,
    c. budgeting to ensure quality education and implementation of the District Student Code of Conduct,
    d. fulfilling designated roles in due process and hearing procedures, and
    e. serving as positive role models and displaying respect towards students, parents/guardians, staff and community.

STUDENT RIGHTS AND RESPONSIBILITIES

The purpose of this section of the Student Code of Conduct is to provide a brief description of the rights and responsibilities of the students.

1. Curriculum
    a. Students have the right to participate in appropriate educational programs.
    b. Students have the responsibility to strive for academic growth by participating to their utmost ability.
    c. Students have the right to study under competent instructors in an atmosphere free from bias, prejudice, and disruption.
    d. Students have the responsibility to contribute toward the development of a positive school climate conducive to wholesome learning and living.
    e. Students have the right to appropriate guidance counseling for educational, social, and emotional concerns.
    f. Students have the responsibility to seek guidance counseling for educational, social and emotional concerns.
    g. Students have the right to available resources.
    h. Students have the responsibility to utilize technology, textbooks, and other school resources appropriately and with care in accordance with the Acceptable Use Policy and textbook guidelines.
2. Grades/Records
    a. Students have the right to receive an academic grade reflecting their academic achievement.
    b. Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability.
    c. Students have the right to be notified of unsatisfactory progress prior to the end of the grading period.
    d. Students have the responsibility to make every effort to improve their performance upon notification of unsatisfactory progress.
    e. Students have the right to receive a conduct grade in each class consistent with their overall behavior.
    f. Students have the responsibility to conduct themselves in ways conducive to the learning process.

g. Students have the right to be protected by legal provisions which prohibit the release of confidential information without the consent of the parent or eligible student (students 18 years old or older).
h. Parents/Guardians or eligible students (students 18 years old or older) have the responsibility to release information for the benefit of the student.
i. Parents/Guardians or eligible students (students 18 years old or older) have the right to inspect, review, challenge, and request correction of the information contained in those records directly relating to the student.
j. Parents/Guardians or eligible students (students 18 years old or older) have the responsibility to give the school information that may be useful in making appropriate educational decisions.

3. Attendance
    a. Students have the right to information on policies and rules concerning attendance.
    b. Students have the responsibility to attend all classes daily and be on time.
    c. Students have the right to appeal to the campus administrator a decision pertaining to an absence and/or a decision pertaining to credit denial/credit restoration due to excessive absences.
    d. Students have the responsibility to provide the school adequate explanation with appropriate documentation indicating the reason for an absence.
4. Free Speech
    a. Students have the right to refrain from any activity which violates their established religious, moral, political precepts.
    b. Students have the responsibility to respect the religious beliefs of others.
    c. Students have the right to express themselves within the guidelines of the Student Code of Conduct.
    d. Students have the responsibility to express themselves without violating the rights of others, interfering with the orderly educational process, and without using language phrases that could be reasonably interpreted as harassing/threatening or implying violence or aggression either in person, through social media platforms, or other electronic communications.
5. Student Government
    a. Students have the right to form and operate a student council with prior approval of school administration and under the direction of faculty advisors.
    b. Student Council officers and representatives have the responsibility to be alert to the needs of the school and to listen to the concerns of the student body and to work appropriately for the benefit of all.
    c. Students have the right to seek office in student organizations if they meet qualifying criteria.
    d. Students have the responsibility to conduct election campaigns in accordance with school rules.
6. Search and Seizure
    a. Students have the right to privacy in their personal possessions unless there is reasonable suspicion to believe the student is concealing material prohibited by school rules, board policies, or administrative procedures of the school. Random searches of students' outer clothing, purses, backpacks, pockets, and, electronic devices may be conducted if reasonable suspicion exists.
    b. Searches are limited in scope, are specific in nature, and are related to the circumstances that justified the search in the first place.
    c. Students are responsible for items or objects in their care, custody and control, which includes lockers,vehicles, desks, backpacks/purses, electronic devices, and articles of clothing.

   d. Lockers and desks are the property of the district, and the school maintains control of said property at all times. Lockers, desks, and other school property may be subject to search with reasonable suspicion.
   e. A school official may conduct a search if it is believed that the search will uncover evidence of rule violations or criminal violation.
   f. Vehicles on school property are subject to search by school officials if there is reasonable cause to believe that contraband is in or on the vehicles.
7. Discipline – Students participating in, included but not limited to, clubs and performing groups such as band, choir, drill/dance and athletic teams are subject to additional 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.
   a. Students have the right, in discipline matters, to treatment which does not violate their legal rights.
   b. Students have the responsibility to behave in a manner which does not disrupt or interfere with the educational process.
   c. Students have the responsibility to abide by the approved mode of dress as outlined in the Student Handbook.
   d. Students who are recommended for removal from school to an alternative placement have the right to a formal hearing which includes submitting a written statement to the building principal.
   e. Students and their parents/guardians have the responsibility to become familiar with the removal procedures.
   f. Students who have been removed from school have the right to know the conditions under which they may be re-admitted to school, including any stipulated limitations.
   g. Students have the responsibility to abide by the Electronic Devices and/or Technology Resources Policy and Student Code of Conduct.
   h. Students have the responsibility to participate in Restorative Practices.
8. Review
   a. Students and their parents/guardians have the right to a review of disciplinary actions which they feel are unreasonable, unfair, or excessive (See Student Complaint Procedure).
   b. Students and their parents/guardians have the responsibility to maintain constructive communication with appropriate school personnel regarding disciplinary alternatives and to utilize appeal procedures when necessary.
   c. Parents/Guardians have the right to review disciplinary actions from the administrative staff pertaining to the rights of their child without infringing on the rights or privacy of other students.

STUDENT CONDUCT

It is reasonable for the district to expect students to behave appropriately. Appropriate student behaviors are those which facilitate effective teaching and learning; inappropriate behaviors are those which interfere with effective teaching and learning. The following descriptions are intended to give the student awareness of the conduct which is expected of all Alief ISD students.

The district has the right to revoke the transfer of a non-resident and in-district transfer students for serious disruptive behavior and consistent attendance issues which have the potential to negatively impact the academic progress of the individual student or other students.

1. Attendance
    a. Regular attendance and punctuality are required of every student.
    b. Unless exempt by TEC 25.086, every child who is at least six years of age or who is younger than six years of age and has been previously enrolled in first grade and who has not yet reached his/her nineteenth birthday shall attend school each school day for the entire period the program of instruction is provided.
    c. A student who has been absent from school must present a written excuse or email from the parent /guardian/physician within three school days after returning to school. An absence will remain unexcused when a student fails to provide a written excuse within the three-day period regardless of the student's age.
    d. An unexcused partial day absence occurs when a student arrives 30 or more minutes late to school, arrives 30 or more minutes late to class, skips a class or classes, or is picked up early without a valid excuse before school is over. The consequences are administrative and may lead to legal action.
    e. Students are required to be on time to class in order to avoid disrupting the learning environment. Arriving late to school or class will result in disciplinary consequences. Arriving 30 or more minutes late to school or class is considered a partial day absence and may result in legal action.
    f. Once on campus, students are not permitted to leave school during school hours without a written excuse or telephone contact with a parent or guardian regardless of the student's age he request to leave school before the end of instruction must be approved by the principal or principal's designee. Abuse of the early release policy will result in administrative and/or legal action against the student, parent, or both.
    g. In cases of prolonged chronic illness or injuries, medical absences exceeding five consecutive school days, require a medical excuse note from a certified physician. The excuse note for the absence must be turned in to the attendance office within three (3) days of the student returning to school.
    h. If a student is predicted to be absent from school at least four weeks for medical reasons, the parent/guardian should request a homebound services packet from the school nurse or counselor. If approved for home bound services, the student will continue with his/her studies while being supervised by a homebound teacher that will visit the student while he/she is recovering at home.

2. Respect for Persons and Property
    a. Persons
        i. Individuals are prohibited from bringing or being in possession/custody of any weapons, including weapon replicas (as defined by AISD), on school property or to school-sponsored activities.
        ii. The possession or use of articles generally not considered weapons may be prohibited when a reasonable danger exists.
    b. Students are prohibited from displaying physical aggression, bullying/cyber bullying, use of inappropriate social media (whether on or off school campus), assaulting or threatening/harassing anyone on school property or at school sponsored events.

3. Property
    a. Students are prohibited from vandalizing/damaging/defacing any and all property belonging to, rented by, or used by the district or district personnel including electronic resources/images owned by Alief ISD.

b. Students shall not take or borrow any property that does not belong to them without the consent of the person to whom the property belongs. Students shall not, without the consent of the owner, retain damage or destroy property of the owner.
c. Students are responsible for securing/monitoring their possessions which include personal items, school-issued textbooks, books, electronic devices/accessories, and/or digital storage devices, etc.
d. A student found to be copying, cheating, or plagiarizing any school work will receive a grade of zero on that assignment.

4. General Conduct

Students are responsible for the rules and regulations established by the district, the school, and the classroom teacher. They are responsible for conducting themselves in a manner that is neither disruptive nor disrespectful and which does not violate the rights of others. Therefore, students should become familiar with and observe the laws, policies, rules, and regulations which concern student conduct.

a. Alcohol and Drugs:

No student shall possess, use, transmit, sell, or attempt to possess, or be under the influence on school premises during any school term or off school premises at a school-sponsored activity, function, or event for any of the following substances.

i. Any controlled, simulated controlled substance or dangerous drug which is defined as such by the Texas Controlled Substances Act- **without regard to the amount/time/location of consumption** -including, but not limited to, marijuana, any infused edibles, narcotic drug, hallucinogen, stimulant, depressant, amphetamine, steroid or barbiturate.
ii. Alcohol or any alcoholic or intoxicating beverage.
iii. Any abusable glue, aerosol paint, or any other chemical/vapor substance and/or vape devices for inhalation including but not limited to electronic cigarettes and hookah pipes.
iv. Any other intoxicant, mood-changing, mind-altering, or behavior-altering chemical.
v. Students who are caught using, under the influence, or who are in possession of an illegal drug will be processed through our Discipline Management System. A prescription drug not prescribed to the individual may be considered an illegal drug. Use or possession of an illegal drug requires that the student be assigned to a DAEP and referred to the Alief ISD Police Department for possible filing of charges.
vi. No student shall possess, use, transmit, or sell any paraphernalia which may be considered to be related to drug or alcohol use.
vii. Students in possession of drugs and/or infused edibles will be referred to Alief ISD Police and administrative actions will follow.

b. Bullying/Cyber Bullying/Harassment/Sexting/Misuse of Social Media:

i. Students are prohibited from initiating/instigating in any type of bullying, harassing, dating violence, cyber bullying or sexting, whether in person or through social media, on or off campus, electronically, individually, in concert with others, or towards another student for the purposes of subjecting such student to humiliation, intimidation, physical abuse, threats of abuse, social or other ostracism, shame, disgrace and are prohibited from encouraging or assisting any other person in the act of bullying, harassing, cyber bullying and sexting. Intentionally causing physical, emotional, or any harm to others using video recordings, photos, texting, memes, or any derogatory images of which is inherently disruptive to the educational environment is prohibited. Violation of a Cease-and-Desist Order may result in a DAEP placement.

c. Fraternities/Sororities/Secret Societies/Cliques/Gangs

Students are prohibited from joining any organization, composed wholly or in part of public-school students, which seeks to perpetuate itself by taking in additional members from the students enrolled in such school on the basis of the decisions of its membership rather than upon the free choice of any student who is qualified by the rules of the school to fill the special aims of the organization. Alief ISD School Board Policy FNCC (LEGAL)

d. Gang-Related/Clique/Affiliation/Behavior:

Students are prohibited from any behaviors which are associated with gang related affiliation including, but not limited to, violation of established dress code, possession of gang paraphernalia (determined by school official), intimidation of students or staff members, violence, graffiti or symbols, tattoos, and identifying language or hand signals. 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.

e. General Disruption:

i. No student shall willfully engage in disruptive activity or disrupt a lawful assembly on the property of any public school or at any school-sponsored activity.

ii. No student on school property or on public property within 300 feet of school property, either alone or in concert with others, shall willfully disrupt or substantially interfere with the conduct of classes or other school activities (including civil disobedience, walk-outs etc.). School property includes public school campuses or school grounds on which any public school is located, and any ground or building used by a school for parking, assemblies, or other school-sponsored activities. Public property includes any street, highway, alley, public park, or sidewalk. Conduct that disrupts the educational activities of a school includes, but is not limited to, tardiness, violation of class rules, emission of any means of noise of any intensity that prevents or hinders classroom instruction, enticement or attempted enticement of students away from classes or other required school activities, prevention or attempted prevention of students from attending classes or other required school activities, entrance into a classroom without the consent of either the principal or teacher, and acts of conduct and/or use of loud and profane language causing disruption of class activities.

iii. No student shall sell/distribute non-school sponsored items (chips, candy, gum, raffle tickets, flyers, party announcements, etc.).

f. Going To and From School:

Community residents have a right to privacy on their private property, and freedom from abusive behavior. On the way to and from school, students shall not loiter, litter, trespass, abuse, or create nuisance conditions for residents of the community. **All students will be held accountable for their actions according to the Student Code of Conduct while traveling to and from school.** The district has a responsibility to cooperate with law enforcement agencies to which law violations affecting community members are reported.

g. Harassment:

Students are prohibited from harassment in person or on social media. Harassment means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct regardless of gender, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. Violation of a Cease- and-Desist Order may result in a DAEP placement.

h. Hazing/Initiation:

Students are prohibited from initiating or engaging in any willful act, whether individually or in concert with others, towards another student for the purpose of subjecting such student to humiliation, intimidation, physical abuse or threats of abuse, social or other ostracism, shame, or disgrace; from encouraging or assisting any other person in hazing; or as further defined by law.

i. Hit Lists:

Students are prohibited from making, possessing, distributing, or using for any purpose, a hit list, including a cyber hit list, while attending school, relating to school or a school sponsored event.

j. Medication:

The school nurse is responsible for maintaining all student medications in the campus clinic and for assuring that all medications are administered in accordance with the parental approval and as prescribed. All medications should be, if possible, given by the parent/guardian at home. In the event that medication must be administered at school, the medication must be furnished by the parent, properly labeled, and turned into the clinic in the original container. **The medicine must be accompanied by a written request signed by the parent/guardian and/or physician prescribing the medication, identifying the medicine, amount and time(s) to be given, and the length of the time the student will be taking the medication. Students may not carry over the counter, homeopathic drugs, dietary supplements, and prescription or non-prescription medications with them on campus.** Any exceptions must be approved by the principal with written notes from the parent/guardian and the student's doctor; or the school nurse may make an exception on a temporary basis when unusual circumstances exist. **Voluntary or involuntary violations of these procedures will result in disciplinary action.**

k. Utilization of Technology:

Students must comply with Alief ISD Board Policies CQ (LOCAL), CQ (REGULATION), and FNCE (LOCAL) as they apply to technology. Violations of these policies will result in disciplinary action. Earbuds/headphones are only allowed for instructional purposes and only in designated areas/zones approved by the campus principal.

l. Possession or Use of Tobacco/E-cigarettes/Vapor Products:

Students are prohibited from possessing or using tobacco products or paraphernalia (including, but not limited to, cigarettes, e-cigarettes, vapor products, cigars, pipes, snuff, or chewing tobacco) on school premises or at school-related functions.

m. Public Display of Affection:

Students are prohibited from public display of affection while on school property and at school-related functions.

n. Sexual Harassment:

No student should be subjected to sexual harassment. Students who feel that they have been subjected to sexual harassment may utilize the student complaint process. A student may present a complaint regarding sexual harassment to a principal, counselor, teacher, or other professional employee of the building, and that person will ensure that the complaint is investigated (See Student Complaint Procedure p12).

o. Student Publications:
   i. Material intended for posting or distribution, including petitions for which signatures are solicited, on school premises shall first be submitted to school officials and reviewed according to school policy and procedures.
   ii. Material shall be submitted to the principal or designee, who shall approve or disapprove the material within twenty-four (24) hours.
      - An adverse ruling may be appealed to the superintendent, who shall rule on the appeal within three (3) days.
      - An adverse ruling by the superintendent may be appealed to the School Board, which shall place the matter on the agenda for the next regular School Board meeting.
   iii. Reasonable restrictions may be placed on the posting and distribution of material. The posting and distribution of material may be prohibited when, in the judgment of the principal, substantial disruption of school operations would likely result. The use of school district name/logo or likeness is prohibited from unauthorized social media platforms.

p. Transportation: (School Buses or Other District Vehicles)

Students are subject to the Student Code of Conduct when they are transported in school district vehicles. Any student who violates the Code of established rules of conduct while being transported in school district vehicles will be disciplined and/or denied transportation services.

   i. Students shall be responsible for knowing and following the rules and regulations regarding safe transport of students by bus.
   ii. The concept of school bus safety has always been the highest priority of the Alief ISD
   iii. Transportation Department. The philosophy among transportation officials is that safety must and will be maintained to ensure incident-free service for all whom transportation privileges have been extended. State of Texas law, as enacted by the 74th Texas Legislature, speaks very clearly regarding school bus safety. The intention given by the 74th Legislature provides for the enforcement of school bus safety under various parts of the Texas Education Code. Subtitle G. Safe Schools contains Chapter 37; Discipline, Law and Order, which contains, Section 37.125 and Section 37.126 which states:
      - Section 37.125, Exhibition of Firearms: (a) A person commits an offense if the person, by exhibiting, using, or threatening to exhibit or use a firearm, interferes with the normal use of a school campus or portion of a campus or **a school bus being used to transport children to and from school and/or school sponsored activities of a public or private school.** (b) An offense under this section is a third-degree felony.
      - Section 37.126, Disruption of Transportation: (a) Except as provided by Section 37.125, a person commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children to or from school or an activity sponsored by a school on a vehicle owned or operated by a county or independent school district. (b) An offense under this section is a Class C misdemeanor.

The Alief ISD Transportation Department is responsible to the thousands of students and their parents/guardian served by the district to provide the safest possible school bus ride. Those few students whose behavior jeopardizes the safety of any bus or group of students on district transportation will be subject to the laws of the State of Texas and the rules and regulations of the Alief ISD.

ALIEF ISD BUS RIDER CONDUCT REGULATIONS ARE AS FOLLOWS:

Under Texas state law (Texas Education Code § 34.013), students are required to wear a seat belt on any school bus that is equipped with them (Senate Bill 546).

School Bus Seat Belt Policy

State law (Texas Education Code § 34.013) requires all students to wear a seat belt while riding a district-operated school bus, provided the bus is equipped with seat belts for all passengers.

To ensure the safety of all students:

- **Buckle Up:** Students must fasten their seat belts immediately upon taking their seats and keep them fastened for the duration of the ride.
- **Enforcement:** Failure to wear a seat belt is a safety violation. Students who do not comply will be subject to disciplinary action under the Student Code of Conduct.
- **Safety Reminder:** Wearing a seat belt significantly reduces the risk of injury in the event of a sudden stop or collision. Every student plays an important role in maintaining a safe transportation environment by following all bus safety rules.

A. Students shall ride their assigned bus and must remain in the bus seat while the bus is in motion. (TEC, Section 34.004).
B. Students shall not carry any weapons, incendiary items, or knives on or around the bus (including at the bus stop).
C. Scuffling, fighting, and use of profane language on or near the bus will not be tolerated (including at the bus stop). If the bus driver is addressed in a disrespectful or inappropriate manner, the ensuing administrative action will parallel that which would result from a teacher being subjected to similar behavior.
D. Students guilty of throwing objects from the bus will be referred to their school for disciplinary action and will be responsible for damage to a vehicle or injury to a person resulting from being struck by the thrown object.
E. Use or possession of tobacco, tobacco products, tobacco paraphernalia, vapes or e-cigs in any form on the bus is prohibited (TEC Section 38.006).
F. Use or possession of drugs, alcohol, or medicines on or near a school bus (including at the bus stop) is prohibited (TEC 37.006).
G. When unsafe or inappropriate behavior reaches the point of persistence and the driver deems it necessary to return the bus to school or to stop the bus to restore order, the student may be in violation of TEC Section 37.126 if the student intentionally disrupts, prevents, or interferes with the lawful transportation of children to or from school or to a school-sponsored activity. An offense under this section is a Class C misdemeanor. While bus privileges have been removed, Parents/Guardians are responsible for providing transportation.
H. To ensure student safety, students must use appropriate exits and entrances unless otherwise instructed by the bus driver to use emergency exits.
I. Bus Passes are given so that a student may ride a bus other than their assigned bus. These passes are good for one day only and must be issued by a school official. Passes will not be issued for social visits or meetings, such as visits to friends or scout meetings.
J. Stops – Students are allowed to exit their bus only at their assigned stop.
K. When a student is being transported in a special transportation bus or a school district automobile, seat belts must be used at all times.

L. Disciplinary sanctions and changes in transportation services for a student with a disability will be made in accordance with the student's Individual Education Plan (IEP) or other individually designed program.

Kindergarten Student Release Policy

For the safety and security of our youngest riders, parents/guardians may choose to designate their kindergarten student as a **Red Tag Rider**. A Red Tag Rider **must be met by an authorized adult** at the designated bus stop each day.

As part of the Red Tag process, the parent/guardian will be required to create a **four-digit Personal Identification Number (PIN)**. This PIN serves as a backup method of verifying the identity of the person receiving the student **only if the placard is forgotten or unavailable**.

Please note the following:

- The **placard is the primary method of identification** and should be presented each time the student is picked up from the bus.
- The **four-digit PIN is intended for occasional use only** and is **not a permanent replacement** for the Red Tag placard.
- Repeated use of the PIN in place of the placard may require the parent/guardian to obtain a replacement placard.
- If neither the designated placard nor the correct PIN can be provided, the student will **not** be released until the district's established student release procedures have been followed.

These procedures are in place to help ensure the safe release of every kindergarten student.

SPECIAL TRANSPORTATION GUIDELINES

Parents/Guardians must:

1. Complete the Special Needs Transportation Information Sheet.
2. Make sure that all contact addresses and phone numbers are valid.
3. Ensure a responsible person is home when your child is picked up in the morning and brought home in the afternoon. (Drivers assume responsibility at the door of the bus in the morning and will not release the child until they see the responsible person after school.)
4. Have your child ready to board the bus within five minutes of scheduled time each morning.
5. Be on time for the pick-up and delivery. The driver is not required to wait for a student for more than two (2) minutes. This procedure must be adhered to because of the number of students to be transported in a fixed period of time. If the driver arrives earlier than the designated time of pick-up, he/she must wait.
6. Notify the Transportation Dept. (281) 983-8490 as early as possible when your child will not be attending school.
7. Communicate in writing any medical information, medication or student health status changes which would affect your child's transportation.

R. Weapons (definition in glossary):

A student shall not be in possession of any weapon or weapon replica at school or any school-related activity, nor shall a student knowingly, intentionally, or recklessly go on the physical premises of a school or a passenger transportation vehicle of a school with any weapon or weapon replica, unless pursuant to written regulations or written authorization of the district.

A student shall not interfere with normal activities, occupancy, or use of any building or portion of the campus or of any school bus engaged in the transportation of students to and from school-sponsored activities by exhibiting, using, or threatening to exhibit or use a firearm.

In conclusion, Alief ISD believes the school environment should be safe for all students and free of disruptions that interfere with the educational process. In response to this belief, Alief ISD has declared that the following violent and abusive behaviors shall not be tolerated in district schools, at district activities, on district buses, or on district property.

- Possession of a weapon
- Possession of illegal drugs
- Possession of alcohol
- Assaulting a teacher, other district employee, student, or any other individual on school district property
- All TITLE V felonies
- Gang-related behavior/violence
- Engaging in bullying, cyberbullying, harassment, or sexting

DISCIPLINE INVESTIGATION CONSIDERATIONS

During an investigation involving violations of the Student Code of Conduct, the Alief Independent School District and its agents will give consideration to certain factors prior to making decisions concerning suspension, removal to a disciplinary alternative education program, expulsion, or placement in the Juvenile Justice Alternative Education Program.

Factors, such as **self-defense**, the intent or lack of intent at the time of the conduct, the **disciplinary history** of the student, **homelessness**, in the conservatorship of **foster care** or any **documented disability** which could substantially impair the student's capacity to appreciate the wrongfulness of the conduct that the student has allegedly committed, are considered in the decision. The same consideration will be given whether the decision concerns a discretionary or mandatory consequence.

STUDENT/PARENT DISCIPLINE APPEAL PROCEDURES

The purpose of this procedure is to secure at the lowest possible level a prompt and equitable resolution of student or parent complaints, including those alleging discrimination on the basis of race, religion, color, sex, national origin, disability, age, or limited English proficiency. <u>During the appeal process all disciplinary consequences are in effect</u>.

During the course of the year, there may be times when parents have questions, concerns, or disagreements regarding a disciplinary situation, action, or decision from the school or school personnel. Individuals involved in the complaint or concern at the school want the opportunity to resolve these issues first. Therefore, it is important for students and parents to discuss their disciplinary concerns with the appropriate staff or campus administrator who has the authority to address the concerns. However, if this is not successful, please follow the formal disciplinary appeal levels listed below. <u>If the appeal is regarding a DAEP placement, during the time that an appeal is pending the</u> <u>student shall be denied the privileges of the home campus and placed at the DAEP.</u>

Level I

A student or parent may initiate this formal process by timely filing a written complaint form and following the process outlined in Board Policy FNG (LOCAL). The complaint form must be filed in writing on a form (Exhibit A/FNG) provided by the District, within 15 school district business days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision of action giving rise to the complaint. In most circumstances, students and parents shall file Level I complaints with the campus principal. The principal will schedule and hold a conference with the student or parent within ten (10) school days of the request. The principal shall provide the student or parent a written response within ten (10) school days following the conference.

Level II

If the student or parent did not receive the relief requested at Level I or if the time for a response has expired, the student or parent may request a conference with the Assistant Director of Student Services to appeal the Level I decision. This appeal notice must be filed in writing on form (Exhibit C/FNG) within ten (10) school days of the date of the written Level I response or, if no response was received, within ten (10) school days of the Level I response deadline. The Assistant Director of Student Services will hold a conference within ten (10) school days after the notice if filed. The Assistant Director of Student Services will have ten (10) school days following the conference to provide the parent or student a written response.

If this is a discipline complaint or an appeal of placement in a DAEP, the appeal to Student Services is the final step in the student complaint procedure.

Level III

If the student or parent did not receive the relief requested at Level II or if the time for a response has expired, the student or parent may request a conference with the Director of Student Services to appeal the Level I decision. This appeal notice must be filed in writing on form (Exhibit C/FNG) within ten (10) school days of the date of the written Level I response or, if no response was received, within ten (10) school days of the Level I response deadline. The Director of Student Services will hold a conference within ten (10) school days after the notice if filed. The Director of Student Services will have ten (10) school days following the conference to provide the parent or student a written response.

Level IV

If the student or parent did not receive the relief requested at Level III or if the time for a response has expired, the student or parent may request a conference with the Chief of Schools to appeal the Level III decision. This appeal notice must be filed in writing on form (Exhibit C/FNG) within ten (10) school days of the date of the written Level I response or, if no response was received, within ten (10) school days of the Level I response deadline. The Chief of Schools will hold a conference within ten (10) school days after the notice if filed. The Chief of Schools will have ten (10) school days following the conference to provide the parent or student a written response.

Expulsions Only (Board Policy FOD)

	The District Title IX Coordinator	ADA Coordinator
Position:	Director of Student Services	Special Services Coordinator
Address:	14051 Bellaire Blvd. Houston, Texas 77083	4250 Cook Rd. Houston, Texas 77072
Telephone:	(281) 498-8110	(281) 498-8110

A complaint may also be filed separately with the Office of Civil Rights.

Alief ISD DISCIPLINE MANAGEMENT TECHNIQUES
Grades PK – 2

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

The following alternatives are designed to protect the rights of all students to an educationally efficient school setting that promotes teaching and learning in a safe and orderly manner. Students may not be disciplined for lack of progress toward achievement of learning objectives; however, disciplinary measures may be appropriate when misbehavior impedes progress toward these objectives.

The discipline management alternatives include three levels. Each level has an increasing degree of interventions designed to promote student self-discipline. If an attempted discipline option is unsuccessful, subsequent discipline option(s) may immediately follow.

The following list includes examples of disciplinary alternatives and misbehaviors. Any combination of the disciplinary actions may be used from the list below for student misbehaviors. Discipline management alternatives for students with disabilities, IDEA, and 504 eligibility must be consistent with the student's educational plan (Individual Educational Plan or Instructional Plan).

2026-2027 Alief I.S.D. Discipline Management Plan PK - 2nd Grades

The following alternatives are designed to protect the rights of all students to an educationally efficient school setting that promotes teaching and learning in a safe and orderly manner. Students may not be disciplined for lack of progress toward achievement of learning objectives; however, disciplinary measures may be appropriate when misbehavior impedes progress toward these objectives.

The discipline management alternatives include three levels. Each level has an increasing degree of interventions designed to promote student self-discipline. If an attempted discipline option is unsuccessful, subsequent discipline option(s) may immediately follow.

The following list includes examples of disciplinary alternatives and misbehavior. Any combination of disciplinary actions may be used from the list below for student misbehaviors. Discipline management alternatives for students with disabilities, IDEA, and 504 eligibilities must be consistent with the student's educational plan (Individual Educational Plan or Instructional Plan).

LEVEL I

- **(PCBLY1)** Cyberbullying I
- **(PADCL)** Hall disruption – running, shouting, horseplay
- **(PADCL)** Noise that hinders instruction
- **(PBULC)** Harassment/bullying on basis of color/race/origin
- **(PBULD)** Harassment/bullying on basis of disability
- **(PBULO)** Harassment/bullying on basis of sexual orientation
- **(PBULR)** Harassment/bullying on basis of religion
- **(PBULS)** Harassment/bullying on basis of sex
- **(PBULY1)** Bullying
- **(PCCCR)** campus/class rules violations including but not limited to talking, cutting in line, being unprepared, food or drink in restricted area, sleeping, etc.
- **(PPWCD)** Personal Wireless Communication Device *
- **(PCNCP)** Cheating/Copying
- **(PDTCL)** disturbing/taunting others
- **(PEDTR)** Possession of electronic devices *
- **(PHARA)** Harassment
- **(PIWRA)** Being in wrong or restricted area
- **(PDOA)** Public display of affection
- **(PTOYS)** Inappropriate toys/items brought to school
- **(PVSGG)** Mode of dress violation (heelies, flip flops, house shoes, etc.)
- **(PVSR1)** Transportation violation

Level I Required Minimum:

- Incident report
- Parent contact (Note in ESP)
- Reteach desired outcome
- Student conference
- Parent conference
- Confiscation *
- Restorative practice

Optional:

- Time out
- Short term class removal
- Loss of privileges
- Other options as appropriate (see Continuum of Support Interventions)

LEVEL II

- **(PBLC2)** Harassment/bullying on basis of color/race/origin
- **(PBLD2)** Harassment/bullying on basis of disability
- **(PBLO2)** Harassment/bullying on basis of sexual orientation
- **(PBLR2)** Harassment/bullying on basis of religion
- **(PBLS2)** Harassment/bullying on basis of sex
- **(PBLY2)** Bullying/Intimidation
- **(PCBLY2)** Cyberbullying II
- **(PDOM2)** Dangerous objects/material
- **(PDPCL)** Disrespect toward others, racial slurs, derogatory comments toward another
- **(PDPOC)** Disrespect to personnel
- **(PDTCL)** Disturbing and taunting
- **(PFFCL)** failure to follow administrative directions
- **(PIATO)** Inappropriate touching
- **(PIRDO)** Insubordination/ Disobedient/Disorderly
- **(PLCWP)** Leaving class w/o permission
- **(PPATS)** Physical aggression towards another
- **(PPDPM)** Pornography
- **(PPLGM)** Plagiarism
- **(PSDNV)** Sell/ distribute non-school related items
- **(PSFTV)** Safety violation
- **(PTHRT)** Threatening another student
- **(PUPCL)** Profane/abusive language
- **(PVSR2)** Transportation violation
- **(PVWAG)** verbal/written aggression

Level II Required Minimum:

- Incident report
- Discipline referral
- Parent contact
- Student conference
- Confiscation
- Parent conference
- Restorative practice

Optional:

- Class Reassignment
- Loss of privileges
- Removal from extracurricular activities
- Restitution as appropriate
- Detention
- **SAC (3 days max)**

LEVEL III

- **(PBOCP)** Breach of computer security policy
- **(PBULC3)** Harassment/bullying on basis of color/race/origin
- **(PBLD3)** Harassment/bullying on basis of disability
- **(PBLO3)** Harassment/bullying on basis of sexual orientation
- **(PBLR3)** Harassment/bullying on basis of religion
- **(PBLS3)** Harassment/bullying on basis of sex
- **(PBLY3)** Bullying (persistent)
- **(PCBLY3)** Cyberbullying III
- **(PCADN)** Common area disruption
- **(PDIPE)** Distribution of improper photography or electronic visual media
- **(PDOM3)** Dangerous objects/material
- **(PFTNG)** Fighting
- **(PGEDN)** General disruption
- **(PHAR3)** Harassment
- **(PHUWV)** Human waste violation
- **(PINCN)** Incendiary devices
- **(PNOXD)** Noxious odor devices, harmful chemicals, stink bombs
- **(PNPSD)** Possession of non-illegal knife
- **(PPEPR)** Pepper spray/mace
- **(PERR)** permanent removal of a student from class by a teacher
- **(PPVTO)** Physical/verbal threat to another
- **(PSHAR)** Sexual harassment
- **(PSHOC)** Shocking devices
- **(PSTNG)** Stealing
- **(PTSTF)** Threatening staff
- **(PUIDA)** unacceptable/ inappropriate display of anatomy
- **(PUPCA)** Persistent profane and/or abusive language
- **(PVCMP)** violation of medicine policy
- **(PVCUP)** Computer use violation
- **(PVDLM)** Vandalism – minor property damage
- **(PVSR3)** Transportation violation
- **(PWERP)** Weapon replica
- **(PSOS)** Threatens immediate health & safety of other students in the classroom. (MKV- contact SS)

Level III Required Minimum:

- Incident report
- Discipline referral
- Parent contact
- Student conference
- Parent conference
- Confiscation
- Restorative practice

Optional:

- Class reassignment
- Loss of privileges
- Modify Instructional Day/Setting*
- Removal from extracurricular activities
- Restitution
- **SAC (5 days max)**
- **Suspension (2 days max)**

LEVEL IV

- **(AASL)** Assault
- **(DCGN)** Disorderly conduct involving a firearm
- **(DOA)** Disruption of activities
- **(DOCA)** Disruption of Class Activities
- **(KNIF)** Possession of an illegal knife
- **(GUN)** Brings a firearm to school
- **(GUN5)** Exhibits or uses a firearm
- **(PSCS)** Possession of simulated controlled substance
- **(SPTP)** Student Possession of Tobacco product/Paraphernalia
- **(PWPN)** Prohibited weapons (sword, machete, etc.)
- **(TETH)** Terroristic Threat

Elements of Offense Relating to Weapons (PWPN):

- An explosive weapon;
- A machine gun; or
- Armor-piercing ammunition;
- A chemical dispensing device;
- A zip gun;
- A tire deflation device; or
- An improvised explosive device.

Level IV Required Minimum:

- Discipline referral
- Parent contact and conference
- Suspension (3 days max) - With Assoc. Sup Approval
- ALC
- Confiscation

Optional:

- SAC (10 days max)
- Class reassignment
- Loss of privileges
- Modify Instructional Day/Setting*
- Removal from extracurricular activities
- Restitution

*Refer to Multi-Tiered Systems of Support (MTSS) Committee

Updated 07/2026

Alief ISD DISCIPLINE MANAGEMENT TECHNIQUES

Grades 3 - 12

Discipline shall be designed to improve conduct and encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements

The following alternatives are designed to protect the rights of all students to an educationally efficient school setting that promotes teaching and learning in a safe and orderly manner. Students may not be disciplined for lack of progress toward achievement of learning objectives; however, disciplinary measures may be appropriate when misbehavior impedes progress toward these objectives.

The discipline management alternatives include up to five levels. Each level has an increasing degree of intervention designed to promote student self-discipline. In the event that an attempted discipline option is unsuccessful, subsequent discipline option(s) must immediately follow.

The following lists include examples of disciplinary alternatives and misbehaviors. **Any combination of disciplinary actions may be used from the list below for student misbehaviors.** Discipline management alternatives or alternative educational programs for students with disabilities, IDEA and §504 eligible must be consistent with the student's educational plan (Individual Education Plan or Instructional Plan).

Alief I.S.D. Discipline Management Plan 3rd-12th grade 2026-2027

The following alternatives are designed to protect the rights of all students to an educationally efficient school setting that promotes teaching and learning in a safe, orderly, and supportive manner. Students may not be disciplined for lack of progress toward achievement of learning objectives; however, disciplinary measures may be appropriate when misbehavior impedes progress toward these objectives.
The discipline management alternatives include five levels. Each level has an increasing degree of interventions designed to promote student self-discipline. If an attempted discipline option is unsuccessful, subsequent discipline option(s) must immediately follow. The following list includes examples of disciplinary alternatives and misbehavior. Any combination of the disciplinary actions listed below may be used for addressing student misbehaviors.
Discipline management alternatives or alternative educational programs for students with disabilities, IDEA and 504 eligible must be consistent with the student's educational plan (Individual Educational Plan or Instructional Plan).

Level I	Level II	Level III	Level IV	Level V
• **(ADCL)** Hall disruption – running, shouting, horseplay • **(ADCL)** Noise that hinders instruction • **(BULC1)** Harassment/bullying on basis of color/race/origin • **(BULD1)** Harassment/bullying on basis of disability • **(BULO1)** Harassment/bullying on basis of sexual orientation • **(BULR1)** Harassment/bullying on basis of religion • **(BULS1)** Harassment/bullying on basis of sex • **(BULY1)** Bullying • **(PWCD)** Personal Wireless Communication Device * • **(CBLY1)** Cyberbullying I • **(CCCR)** campus/class rules violations including but not limited to talking, cutting in line, being unprepared, food or drink in restricted area, sleeping, etc. • **(CEMV1)** chemical substance violation • **(CNCP)** Cheating/Copying • **(DOMA1)** possession of a vaping device or vaping paraphernalia, non-THC based content * • **(EDTR)** Possession of electronic devices - CD players, iPods, etc. * • **(HALL)** hall squeeze (HS only) • **(HARA1)** Harassment • **(IDV)** ID badge violation • **(IWRA)** Being in wrong or restricted area • **(POD)** tardy 10 min. • **(PDOA)** Public display of affection • **(TARD)** tardy 1-9 min. • **(TOYS)** Inappropriate toys/items brought to school *	• **(BULC2)** Harassment/bullying on basis of color/race/origin • **(BULD2)** Harassment/bullying on basis of disability • **(BULO2)** Harassment/bullying on basis of sexual orientation • **(BULR2)** Harassment/bullying on basis of religion • **(BULS2)** Harassment/bullying on basis of sex • **(BULY2)** Bullying/Intimidation • **(CBLY2)** Cyberbullying II • **(CEMV2)** chemical substance violation • **(CLAS)** skip one class • **(DOMA2)** possession of a vaping device with labels indicating THC oil or cannabis oil or marijuana or any controlled substance • **(DPCL)** Disrespect toward others, racial slurs, derogatory comments toward another • **(DPOC)** disrespect to personnel • **(FFCL)** failure to follow administrative directions • **(FAV)** fire alarm violation / 911 call • **(GBNG)** Gambling • **(HARA2)** harassment • **(IATO)** Inappropriate touching • **(IRDO)** Insubordination/ Disobedient/disorderly • **(LCWP)** Leaving class w/o permission • **(LSPD)** Possession of a laser pointer • **(PATS)** Physical aggression towards another • **(PDPM)** Pornography • **(PLGM)** Plagiarism • **(SDNV)** Sell/ distribute non-school related items	• **(AASL)** Assault against a student • **(BULC3)** Harassment/bullying on basis of color/race/origin • **(BULD3)** Harassment/bullying on basis of disability • **(BULO3)** Harassment/bullying on basis of sexual orientation • **(BULR3)** Harassment/bullying on basis of religion • **(BULS3)** Harassment/bullying on basis of sex • **(BULY 3)** Bullying(persistent) • **(CBLY3)** Cyberbullying III • **(CADN)** Common area disruption • **(CEMV3)** chemical substance violation • **(CTRE)** Criminal trespassing • **(DIPE)** distribution of improper photography or electronic visual media • **(ECIG3)** possesses and uses E-Cig • **(ETTN)** Extortion • **(FORG)** Forgery • **(FTNG)** Fighting • **(GACT)** Gang-related behavior • **(GEDN)** General disruption • **(HARA3)** Harassment • **(HUWV)** Human waste violation • **(INCN)** Incendiary devices • **(MAHL)** Making a hit list • **(NOXD)** Noxious odor devices, harmful chemicals, stink bombs • **(NPSD)** Possession of non-illegal knife • **(PEPR)** Pepper spray/mace • **(PERR)** permanent removal of a student from class by a teacher • **(PSCS)** Possession of simulated controlled substance • **(PVTO)** physical/verbal threat to another • **(RSONS)** Student is required to register as a sex offender if not under court supervision * • **(RDOC)** Documented repeated significant disruption of the classroom. • **(SFVM2)** reoccurrence of not wearing a face mask.	• **(AGP)*** abuse of volatile chemical • **(ASBI)** Assault causing bodily injury • **(AASBI)** for ALC use only-Assault causing Bodily Injury to Student • **(BOCP)** Breach of computer security policy • **(BULY4)** Certain Bullying Behavior • **(CNFG)** Counterfeiting • **(CRMF)** Criminal mischief – felony * • **(CLUB)** Club • **(DEPS)** student presence detriment to school environment (See ASF before using) • **(DCGN)** Disorderly conduct involving a firearm • **(DOA)** Disruption of activities • **(DOCA)** Disruption of Class Activities • **(DOMA)** Dangerous objects/material • **(DOMA4)** possession of vaping device and vaping - multiple offenses • **(ECIG4)** Sells, gives, or delivers an e-cigarette. • **(AECIG4)** Sells, gives, or delivers an e-cigarette. (ALC use only) • **(ECPF)** Engages in conduct punishable as a felony * • **(FALS)** False alarm/report * • **(FELC)** felony charge, non-school related * • **(FESP)** Felony committed on school property • **(FCOC)** Engages in conduct off campus/non-school related activity/not in Title 5 • **(HASV)** Harassment against a school employee or volunteer. • **(IDEX)** Indecent exposure • **(MALT)** Persistent level III misconduct while at a DAEP • **(PI)** Phase-in / resocialization • **(PSOC)** possesses, sells, gives, uses, delivers or is under the influence of a controlled substance • **(PSUD)** possesses, sells, gives, uses, delivers or is under the influence of marijuana or THC • **(PUBA)** Alcohol – misdemeanor • **(APUBA)** ALC use only • **(PUBL)** Public lewdness	• **(AEV)** assault against district employee/volunteer • **(AAEV)** Aggravated assault against district employee/volunteer • **(AGAS)** Aggravated assault against student • **(AGKD)** Aggravated kidnapping • **(AGSA)** Sexual assault to student • **(BARB)** Burglary/Robbery, Aggravated Robbery • **(ARSN)** Arson • **(BOTH)** Bomb threat • **(CSAC)** continuous sexual abuse of child/children • **(CRNH)** Criminally negligent homicide • **(DCON)** Deadly conduct • **(FAL)** Alcohol – **felony** • **(FALS)** False alarm/report involving a public school * • **(FCON)** Felony controlled substance • **(GUN)** Brings a firearm to school • **(GUN5)** Exhibits or uses a firearm • **(IWAC)** Indecency with a child • **(KNIF)** Illegal knife • **(KDPN)** Kidnapping not aggravated • **(MANS)** Manslaughter • **(MUR)** Murder • (sword, machete, etc.) • **(SAEV)** Sexual assault to district employee/volunteer • **(PUCW)** Concealed weapon. • **(PWPN)** Prohibited weapon.

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• **(VSGG)** Mode of dress violation (heelies, flip flops, house shoes, etc.) • **(VSSR1)** transportation/safety violation	• **(SEXT1)** sexting • **(SFTV)**safety violation • **(SFVM1)** violation/not wearing face mask • **(THRT)** Threatening another student • **(TRES)** Trespassing • **(TRCY)** Truancy/more than one class • **(UPCL1)** Profane/abusive language • **(VPPY)**Publication policy violation • **(VSSR2)** Transportation violation	• **(SEXT2)** persistent sexting • **(SHAR)** Sexual harassment • **(SHOC)** Shocking devices • **(SPTP)** Student Possession of Tobacco Products/Paraphernalia • **(STLK)** Stalking • **(STNG)** Stealing • **(SOS)** Threatens immediate health & safety of other students in the classroom. (MKV- contact SS) • **(TSTF)** Threatening staff. • **(UIDA)** unacceptable/ inappropriate display of anatomy • **(UPCL2)** Persistent profane and/or abusive language • **(VALT)** Verbal altercation • **(VCMP)** violation of medicine policy • **(VCUP)** Computer use violation • **(VDLM)** Vandalism – minor property damage • **(VSSR3)** transportation • **(WERP)** Weapon replica	• **(RAEV)** Retaliation against school employee or volunteer • **(RSOCS)** Student is required to register as a sex offender if under court supervision * • **(ROBE)** Robbery • **(TETH)** Terroristic threat* • **(ATETH)** threatening others while at the DAEP • **(VDLM)** Vandalism – **felony** • **(WEPN)** Weapons violation	**(Elements of Offense Relating to Weapons (codes PWPN & PUCW):** • An explosive weapon. • A machine gun; or • Armor-piercing ammunition; • A chemical dispensing device; • A zip gun; • A tire deflation device; or • An improvised explosive device. **Before using any Level 5 codes, please contact the Student Services office for approval.**
Level I	**Level II**	**Level III**	**Level IV**	**Level V**
Required minimum: • Parent contact • Student Conference • Teacher Conference • Confiscation *	Required minimum: • Student Conference • Parent contact • Discipline referral	Required minimum: • Student Conference • Parent contact /conference • Discipline referral • SAC (5 days max)	Required minimum: • Student Conference • Parent contact and conference • Suspension (2 days max) • ALC • Police referral	Required minimum: • Student Conference • Parent contact and conference • Suspension (3 days max) • JJAEP • Police referral
Optional: • Loss of privileges • Detention/Time Out • Short-term class removal • Discipline referral • Restorative Circle/Discipline	Optional: • Loss of privileges • Removal from extra-curricular activities • Restitution (when appropriate) • Restorative Circle/Discipline • Class reassignment • Detention • SAC (3 days max) • Suspension (1 day max)	Optional: • Loss of privileges • Removal of extra-curricular activities • Restorative Circle/Discipline • Restitution • Class reassignment • Suspension (2 days max) • ALC • Police Referral	Optional: • SAC (10 days max) • Expulsion (only for those offenses with an asterisk) • Restitution	***Based on Chapter 37.007 of the Texas Education Code***

* Refer to Multi-Tiered Systems of Support (MTSS) Committee

(DOA) Disruptive activities:

(a) obstructing or restraining the passage of persons in an exit, entrance, or hallway of a building without authorization of the admin. **(b)** seizing control of a building or portion of a building to interfere with an administrative, educational, research or other authorized activity. **(c)** preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence is likely to occur. **(d)** disrupting by force or violence or the threat of force or violence a lawful assembly in progress; or **(e)** obstructing or restraining the passage of a person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats of force of violence the ingress or egress of a person to or from the property or campus without the authorization of the administration of the school.

(DOCA) Disruption of classes - Alone or with others, intentionally disrupts school classes or activities by:

(a) emitting noise of intensity that prevents or hinders classroom instruction. **(b)** attempting to or inciting a student away from a class or school activity that the student is required to attend. **(c)** preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend; and entering a classroom without the consent of either the principal or the teacher and, through either actions of misconduct or the use of loud or profane language, disrupting class activities.

(BULY4) Certain Bullying Behavior: (a) engages in bullying that encourages a student to commit suicide. (b) incites violence against a student through group bullying; or releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

(GUN) will be used when a student brings a firearm to school but does not threaten to, exhibit, or use the firearm. **(GUN5)** will be used if the student exhibits or uses a firearm (shows, displays, points, waves, or discharges a firearm)

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***denotes expellable violations under the Student Code of Conduct. Discipline levels are not limited to only those behaviors listed in the chart above.**

OUT-OF-SCHOOL SUSPENSIONS, PLACEMENTS IN ALTERNATIVE EDUCATIONAL PROGRAMS AND EXPULSIONS

The information in this section is as mandated by Texas Education Code, Chapter 37, which was enacted by the 75th Texas Legislature.

As you read through this section on suspensions, placements in Discipline Alternative Educational Programs/JJAEP, and expulsions, you will see the words ***may***, ***must***, and ***shall***. For clarification on their meanings, refer to the Glossary of Terms at the back of this document.

1. A student "MUST" be placed in a Discipline Alternative Educational Placement (DAEP) if the student commits any of the following offenses on school property or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property:
    a. engaging in any conduct punishable as a felony,

b. engaging in conduct containing the elements of the offense of assault under §22.01 (a) (1) of the Penal Code,
c. engaging in conduct containing the elements of the offense of terroristic threat under §22.07 of the Penal Code,
d. selling, giving, delivering, possessing, using, or being under the influence of marijuana, a controlled substance or a dangerous drug,
e. selling, giving, delivering, possessing, using, or committing a serious act or offense while under the influence of alcohol,
f. engaging in conduct containing elements of the offense relating to abusable glue, aerosol paint, or volatile chemicals,
g. engaging in conduct containing the elements of the offense of public lewdness under Penal Code
h. §21.07 or indecent exposure under Penal Code §21.08,
i. making a false alarm/false report

2. A student "MUST" be placed in a DAEP if the student commits any of the following offenses beyond the 300 feet jurisdiction
   a. engaging in conduct containing the elements of the offense of retaliation under Penal Code §36.06 against any school employee, unless the act of retaliation is in itself an expellable offense
   b. receiving deferred prosecution under Family Code §35.03 for conduct defined as a felony in Title V of the Penal Code
   c. a court or jury finding of delinquent conduct under Family Code §54.03 for conduct defined as a felony in Title V of the Penal Code
   d. a finding by the superintendent or designee that he or she has a reasonable belief that the student has engaged in conduct defined as a felony offense in Title V of the Penal Code

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;

- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

3. A student "MAY" be either and/or placed in a DAEP for the following:
    a. if the superintendent or designee has a reasonable belief that the student has engaged in conduct away from school which is defined as a felony other than those set out in Title V of the Penal Code, the superintendent determines that the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process
    b. violations of Levels II and/or III to the degree that a teacher determines that a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn or repeated violations of Levels II and/or III that have been documented by the teacher and which repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, or
    c. membership in a public-school fraternity or sorority, secret society, or gang
4. A student "SHALL" be expelled and placed in the DAEP/JJAEP for the following:
    a. Possession, use or exhibition of a
        - firearm
        - club – blunt object designed or modified to cause injury to another
        - illegal knife
        - prohibited weapon
    b. Aggravated assault
    c. Aggravated robbery
    d. Aggravated kidnapping
    e. Sexual assault or aggravated sexual assault
    f. Arson
    g. Engages in conduct relating to a false alarm or report, including Bomb Threat or Terroristic Threat involving a public school.
    h. Murder, capital murder, attempted murder or capital murder, manslaughter, or criminally negligent homicide
    i. Indecency with a child
    j. The possession of a controlled substance, dangerous drug, or alcohol product as prohibited by Level V when the conduct is punishable as a felony
    k. Any Level V prohibited conduct if committed in retaliation against a school employee
5. A student "MAY" be expelled and placed in a DAEP/JJAEP for:
    a. selling, giving, delivering, possessing, using or being under the influence of any amount of marijuana, controlled substance, dangerous drug or alcoholic beverage, or engages in conduct containing elements of offense relating to glue or aerosol paint while on school property or at a school-sponsored, school-related activity or within 300 feet.
    b. criminal mischief if punishable as a felony
    c. serious or persistent misbehavior after placement in a DAEP/JJAEP
    d. chronic and persistent gang-related behavior (Emergency Expulsion TEC 37.019)
    e. Engaging in conduct that contains elements of an offense relating to abusable volatile chemicals.

6. Suspension/DAEP/Expulsion Placement:

Before a student is suspended or removed to an alternative education program, the school administration will determine that:

a. the student's presence in the regular classroom program or at the home campus presents a danger of physical harm to the student or to other individuals or the student has engaged in serious or persistent misbehavior that violates the district's Student Code of Conduct.
b. all reasonable alternatives will be considered before suspending a student, including appropriate discipline management techniques. If suspension is determined to be the most appropriate available alternative, the administrator is not required to precede the suspension with another disciplinary action.
c. if a student's placement in an alternative education program is to extend beyond the end of the current grading period or semester, a student's parent or guardian is entitled to notice of and an opportunity to request a review by the Board's designee. However, the student may be permitted to remain in the alternative program for an additional period agreed on by the student, the student's parent or guardian, the supervisor of the alternative program, and the principal of the student's home school if they agree that the additional period would best serve the student's educational interest.
d. a student expulsion does not extend beyond the end of a semester/current grading period unless the home school recommending the expulsion requests a length of time to extend beyond the current semester, in which case the expulsion may extend beyond the end of the current session but not beyond the end of the next session. The one exception to the expulsion rule is an incident involving firearm possession on campus. As defined in Federal Law (18 U.S.C. Section 921) a student who brings a firearm to school must be expelled from the student's regular campus for a period of at least one year. The superintendent may modify the length of the expulsion in the case of an individual student.
e. the Hearing Committee has delivered a copy of the order expelling the student to the student, the student's parent or guardian, the principal of the student's campus of enrollment, and the superintendent. The Hearing Committee shall also deliver a copy of the order to the authorized officer of the juvenile court in Harris County.
f. the school has sent the required copy of the expulsion order along with other student records to another district if a student enrolls in that district before the student's expulsion period has expired. The receiving district determines whether the newly enrolled student completes the expulsion period or attends classes.
g. The district does not permit a student who is placed in a DAEP to attend or participate in any school- sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.
h. For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.
i. The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.
j. The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

NOTICE, CONFERENCE, AND HEARING PROCEDURES

Notice of hearings must be given, and hearings must be conducted in accordance with Alief ISD Board Policy. Prior to disciplinary actions that involve removals from school, there are certain notification and hearing procedures.

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

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

2. Suspension and DAEP/JJAEP Placement
   - Notice by telephone or written correspondence of disciplinary actions will be given to the student, the parent, and/or other appropriate persons according to board policy. The administrators will attempt to meet with the parents in person or virtually, with regards to the DAEP recommendation, school shall make reasonable efforts by telephone call and written notification sent home with the student to notify the parent prior to removing a student from school premises or to an alternative educational program. If the parent cannot be notified prior to removal, the parent shall be notified by mail as soon as possible of the removal and the reasons for the removal.
   - After notification of a student's removal from school premises (suspension), it is the parent's responsibility to provide adequate supervision for the student at home.
   - Conferences regarding disciplinary actions shall be held with the student and with the parent in cases which involve removals from school premises or to an alternative educational program or suspension.
3. Expulsion Procedures
   When considering the expulsion of a student, the following procedures should help facilitate the process:
   - CAMPUS
     - The assistant principal (AP) investigating an incident determines if the offense committed by the student is expellable. The AP should always reference Chapter 37 of the Texas Education Code, AISD Board Policies FNCF, FNCH, FOD and AISD Student Code of Conduct before making a recommendation.
     - The AP sends a summary of the incident and a recommendation for expulsion to the building principal.
     - The building principal shall review the information from the AP and determine if expulsion is appropriate. If expulsion is deemed appropriate, the principal will determine the length of the expulsion based on the student's behavior prior to the AP/parent conference. Notification of specific changes must be sent to the parent in writing within three (3) school days of the incident.

- If the principal agrees with the recommendation, the AP has a conference with the parent/guardian and the student. This conference should be held within three (3) days of the incident or with mutual consent of the campus and parent not to exceed seven (7) school days. During the conference the AP explains why the expulsion is being recommended and seeks the parents/guardians' waiver of right to an expulsion hearing. If the parent agrees, the student is placed in the Harris County Juvenile Justice Alternative Education Program (JJAEP).
- If the waiver is signed, the AP must send a completed expulsion packet to the office of Student Services no later than the third business day after the date of expulsion.
- If the parent disagrees with the decision and refuses to sign the waiver, they may request a conference with the campus principal. At that conference the principal affords the parent due process, which will include:
    - a review of the charges levied against the student.
    - a review of the AP recommendation for expulsion.
    - an explanation/justification for the expulsion based on AISD School Board Policy and AISD Student Code of Conduct.
    - a recommendation for the length and location of the expulsion.
    - opportunity for the parent to testify and to present evidence and witnesses in his or her student's defense during the conference.
    - opportunity for the parent to examine the evidence presented by the school administration and to question the administrator.
    - after the conference is concluded and the parent is not satisfied, they may request a hearing at the district level. The appeal must be submitted by the parent in writing and addressed to the Director of Student Services within ten (10) school days of the conference at the campus.

Glossary of Terms

Words and terms used in this code shall have the following meanings:

Abusive Language: Communicating insults that are degrading, disrespectful or insolent, including excessive use of profanity towards another.

Aggravated Sexual Assault: Sexual assault with serious bodily injury as defined by Texas Penal Code 22.021.

Alief Learning Center (ALC): A program designed to meet the needs of students experiencing behavioral difficulty on their home campus. The campus is a highly structured environment offering a wide variety of programs.

Appeal: An administrative due process procedure by which a decision is brought from a lower to a higher level for rehearing, as prescribed by statute.

ARD: An Admission, Review, and Dismissal Committee made up of parent/guardian, teachers, in order to determine the most appropriate educational decisions for students with disabilities.

Arson: The willful or malicious act of starting a fire or causing an explosion in violation of Texas Penal Code 28.02.

Assault: Intentionally, knowingly, or recklessly causing bodily harm to another in violation of Texas Penal Code 22.01.

Aggravated Assault: An offense which causes serious bodily injury to another or uses or exhibits a deadly weapon during the commission of the assault in violation of Texas Penal Code 22.01.

Bully/Cyber Bullying: Engaging 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;

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

Burglary: The act of breaking into a school building or other school property with the intent to steal.

Chemical Substance Violation: Displays symptoms of being under the influence of an unknown controlled substance including but not limited to odor, abnormal vital signs, and/or impaired motor skills.

Class Disruption: Any behavior which violates the rules of a particular classroom and interferes with the teacher's opportunity to present material or the opportunity for other students to concentrate on the material or their assignments.

Classroom Learning Center (CLC): Campus-based alternative learning center for secondary students exhibiting persistent Level I and Level II misbehaviors.

Clique: A group, typically teens, who exclude all who do not fit into their stereotypical image of "perfection"; usually hate "opposing" cliques without reason; tend to label people and may not have regard for others as individuals.

Controlled Substance: A substance, including a drug and immediate precursor, as defined by Health and Safety Code 481.002.

Counterfeiting and Piracy: To make a copy of, usually with the intent to defraud or deceive; includes but is not limited to money regardless of quality, electronic media, computer software, school documents, or signatures of school officials or parent/guardian.

Criminal Mischief: Intentionally or knowingly damaging, destroying, or tampering with the tangible property of the owner in violation of Texas Penal Code 28.03.

DAEP: Disciplinary Alternative Educational Program is provided by the school district as a disciplinary alternative setting other than a student's regular classroom. The Campus Learning Center (CLC), Alief Learning Center (ALC), and JJAEP are the various Alief ISD Disciplinary Alternative Educational Programs.

Dangerous Object or Material: Any item/action that has the potential or results in harm to self or others. Dangerous Drug: A device or drug that is unsafe for self-medication as defined by Health and Safety Code 483.001.

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.

Detention: To hold or to detain students before, during, or after school as a consequence for disciplinary infractions.

Discipline Management Alternative: Any action which is intended to promote proper behavior and/or discourage misconduct other than suspension or expulsion including, but not limited to, student-teacher conferences, suspension of extra-curricular activities, detention, etc.

Disrespect: Lack of respect; discourtesy; or rudeness.

Distribution or Selling/Bartering of Non-School Related Materials: These are items that are not sanctioned by the school including, but not limited to, downloaded, duplicated, or copy written material.

Drug Paraphernalia: Articles used in or associated with drug activity.

E-cigarette: means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device.

Electronic Inhalants: Electronic cigarettes, vapors, hookahs, etc.

Eligible Students: A student that is eligible for admissions to a Texas public school. Equity: the quality of being fair and impartial

Expulsion: Removal of a student from school and from school activities in accordance with provisions of Section 37.007 of the Texas Education Code.

Extortion: Obtaining money, items, or information from another by coercion or intimidation.

False Alarm/Report: Knowingly initiating, communicating, or circulating a report of a bombing, fire, or other emergency that he/she knows is false and causes emergency personnel to act, places persons in fear of imminent harm, or interrupts the occupation/operations of the building.

False Accusation/ False Report: Making untrue, unfounded false reports about a district employee. Fighting: A physical encounter between students to settle differences.

Firearm: Any weapon from which a shot is discharged by an explosive. Forgery: Writing made or altered, as a false document or signature.

Gambling: Engaging in conduct which involves the wagering of money or other stakes, such as card games, dice, betting of any type, or games of chance.

Gang: A company of persons acting together for the same purpose. (See gang-related behavior)

Gang-Related Behavior: Any behavior which is commonly associated with gang activities or gang-related affiliation including, but not limited to, the violation of the established district dress code, the possession of gang paraphernalia, the intimidation of students or staff members in the name of or under the guise of gang activities, the use of gang graffiti or gang colors, or the use of symbols, tattoos, identifying language or hand signals which are commonly associated with gang activities.

Graffiti: Markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

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

Hazing/Initiation: Intentional, knowing or restless act occurring on or off campus directed against another that endangers the mental, physical health, or safety for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members include other students.

Hit List: A list of people targeted to be harmed using a firearm, a knife, or any other object to be used with intent to cause bodily harm. Cyber hit lists are included.

Hitting: Striking another individual, including horseplay or slapping, with the intent to do harm or in self-defense. Human Waste Violation: Improper disposal of human waste.

Identification Badges: A device worn by an individual that establishes his/her identity.

Inappropriate Display of Anatomy: Unacceptable display of one's body in a place where such a display is likely offensive to the accepted standards of dignity, including but not limited to the partial or total display of one's genitals, backside, underwear, or one's chest.

Inappropriate Intentional Touching: Unacceptable contact with another person's body.

Incendiary Items: Items causing or capable of causing fire or explosions including, but not limited to, firecrackers, poppers, lighters, matches, or explosive devices of any type.

Indecent Exposure: Intentional exposure of one's body in a place where such exposure is likely to be an offense against the generally accepted standards of decency in the community including, but not limited to, the exposure of one's genitals in a public place.

Indecency with a Child: Lewd, offensive exposure to a child younger than 17 years in violation of Texas Penal Code 21.11.

Individual Educational Plan: An Individual Education Plan (IEP) developed by an Admission, Review, and Dismissal Committee

Instructional Day: The time a student steps on school property, including a school bus, until the student leaves school property.

Insubordination: Conduct which is challenging or is disobedient to school employees.

Intimidation: Threatening or coercive behavior, which is intended to instill fear including, but not limited to, the raising of one's voice in a threatening manner, exposing a weapon or weapon replica in a threatening manner, raising one's fist in a combative manner, or threatening physical harm.

Juvenile Justice Alternative Education Programs (JJAEP): Alternative education program administered by the Juvenile Justice Board of Harris County for students ages 10-20.

Knife: Any bladed hand instrument that is capable of inflicting bodily injury or death by cutting or stabbing a person with the instrument as per AISD Board Policy FNCG (LEGAL). Any knife is prohibited in Alief. An illegal knife is one in which the blade alone is more than 5 ½ inches long.

Laser Pointer: A device that emits an intense, direct light beam by exciting atoms and causing them to radiate their energy in phase.

May: To be able to; liberty; opportunity; possibility.

Medicines: Any substance used in treating diseases, illness, or ailments including, but not limited to, homeopathic, herbal, prescription, or non-prescription agents.

Must: Obliged; required; compelled.

Non illegal knife: Any bladed instrument capable of inflicting injury or death that measures less than 5½ inches long. Parent/Guardian: Includes single parent, legal guardian, or person in lawful control.

Personal Wireless Communication Device: A personal communication device includes a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, smart glasses (or any other electronic device capable of telecommunication or digital communication. A personal wireless

communication device does not include an electronic device provided to a student by the school district for instructional use.

Phase- In: A 15-day minimum mandatory DAEP (ALC) placement when a student is enrolling from a prison, jail, drug rehab, boot camp, or another institution which requires a student to receive education in a secure lockdown/residential facility for any period of time.

Physical Aggression: Hostile behavior which may include but is not limited to hitting, biting, scratching, shoving, spitting, pinching, poking, or sticking.

Physical/Verbal Threat: Threatening others by verbal, physical or written means.

Police Intervention: Intervention by a police officer from the Alief Police Department which may lead to conferencing, counseling, and issuing a ticket or an arrest without parent consent.

Pornography: Media or photographs showing erotic or sexual behavior in a way designed to cause sexual arousal.

Probable Cause: A higher standard than Reasonable Suspicion is used when it is believed that a student is engaged in illegal activity or possesses contraband.

Profane Language: Verbal or written comments of an obscene, indecent, immoral, or offensive nature including but not limited to racial slurs or derogatory comments toward another.

Public Display of Affection (PDA): Any physical contact or gesture, which is romantic in nature, taking place at a school or a school-sponsored activity: PDA gestures include, but not limited to inappropriate touching, kissing, or prolonged romantic hugging.

Public Lewdness: Knowingly engaging in any sexual act in a public place in violation of Texas Penal Code 21.07.

Reasonable Suspicion: A lesser standard than Probable Cause used by school administration when it is suspected that the student is engaging in prohibited activity.

Reassignment of Classes: The removal of a student for misbehavior from his/her assigned classroom to another class on the same campus. To the extent possible, the student continues to receive instruction in the courses he or she was enrolled in when the removal became effective.

Regular School Hours: Include the time after a student leaves home until the student returns home. Restitution: Act of restoring anything to the rightful owner; act of giving an equivalent for loss, damage, etc.

Restorative Circle: A community process for supporting those in conflict. It brings together the three parties to a conflict – those who have acted, those directly impacted and the wider community. The focus is on the harm that has been done to people and relationships.

Restorative Practices: Various tools such as apology letters, five-questions conversations/conferences, conflict resolutions, restitution, or victim impact statements are used to process an incident of wrongdoing or conflict using questions that focus on the incident and allows the student to think about how his/her actions affected others. It encourages empathy, accountability, expression of feelings and thoughts, and problem solving.

Retaliation: Intentionally or knowingly harming or threatening to harm another student or school district employee because the individual has reported a violation of the Student Code of Conduct or is a witness to such a violation in violation of Texas Penal Code 36.06.

Robbery: The taking of personal property in the possession of another against his/her will, accomplished by means of force or fear.

Safety Violation: Any action that has the potential or results in the harm to self or others.

School Disruption: Any act that may cause an interruption or distraction at school, on school property, or while attending school- related activities.

School Property: Any property owned by the school district or over which the school district or its personnel exert lawful authority, including property visited by students in connection with a school-sponsored activity; i.e., a field trip or extra-curricular activity.

School-Sponsored Activity: Any function sanctioned by an individual campus or the school district.

Section 504 Eligible Students: Students who have a record of having or are regarded as having a physical or mental impairment which substantially limits a major life activity.

Self-Defense: The use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself/herself against another's use of unlawful force.

Sexual Assault: Forcing another individual through physical force, violence, or threatened use of force or violence to submit to a sexual act in violation of Texas Penal Code 22.021.

Sexting: Sending explicit sexual messages to others by words or pictures, via cell phone, Instant Messaging or any electronic means including any social media platforms.

Sexual Harassment: Engaging in offensive verbal, written, or physical conduct of a sexual nature directed toward another individual.

Shall: Obligated; commanded.

Shocking Device: Any object or device that delivers an electric current with the intent to cause pain or discomfort. Simulated Controlled Substance: Any material that has the likeness of and is represented as a controlled substance.

Special Assignment Class (SAC): An area in which students are assigned by campus administration and are separated/isolated from the general student population.

Special Education: Instructional and related services provided to eligible students with disabilities who meet specific criteria for one or more disabilities listed in federal requirements and/or state law.

Stalking: Following or shadowing an individual without his/her permission and causing concern for the person's safety. Stalking may include electronic surveillance and/or other electronic communication including any social media platforms.

Stealing/Theft: To take or be in possession of items belonging to another person without his/her permission.

Suspension: Deprivation of educational services for disciplinary reasons for a period not to exceed three (3) school days in length.

Threat: Making a written or verbal outburst, intentionally or unintentionally to cause fear or concern of physical harm to self, property or others.

Terroristic Threat: Threatening to commit any offense involving violence to any person or property with intent to place a person in fear of imminent serious bodily injury, prevent or interrupt the occupation or use of a building, or cause impairment or interruption of public communication in violation of Texas Penal Code 22.07.

Time Out/Special Assignment Class: An on-campus setting where students who commit disciplinary infractions continue to receive instruction to the extent possible in each course.

Tobacco Products or Paraphernalia: Including, but not limited to, cigarettes, cigars, snuff, chewing tobacco, lighters, and matches.

Trespassing: Being on any property for unauthorized purposes including but not limited to suspensions and DEAP placements.

Truancy: Unexcused absences from school or class subject to disciplinary or legal consequences.

Vandalism: The willful or malicious damage of school property or the property of others.

Vaping: the action or practice of inhaling and exhaling the vapor produced by an electronic cigarette or similar device

Weapon: Any object which, by its inherent characteristics or by the manner of its use, is designed or has the potential to inflict bodily injury or intimidate another person or which may inflict bodily injury or intimidate another person. The term “weapon” shall include, but not be limited to, such articles as firearms (whether loaded or unloaded), ammunition, knives, metallic knuckles, razors, night sticks, chains, devices which emit electrical shock such as Tasers and stun guns, clubs, or any other object used in such a way as to threaten or to inflict bodily injury on another person as per AISD Board Policy FNCG (LEGAL).

Weapon Replica: Any object possessed by a student on school grounds or at school activities which has the appearance of being a weapon but does not qualify as a weapon under state or federal law including, but not limited to, toy guns, B.B. or pellet guns, fake bombs, and certain types of knives.