Agenda of Workshop and Regular Meeting

The Board of Trustees
Abilene Independent School District

A Workshop and Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Monday, July 8, 2024, beginning at 4:30 PM in the Boardroom, One AISD Center 241 Pine Street, Abilene, Texas 79601.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. Call to Order
II. Board Workshop Agenda
    A. District and Campus Improvement Plans
    B. Student Code of Conduct 2024-2025
    C. Surplus Property
    D. Budget Workshop
    E. Compensation Presentation
III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
    A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
        I. Professional Employment Contracts
    B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071)
        I. Hendrick Health Settlement Agreement
    C. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
    D. The Board may discuss matters of Safety and Security. (Section 551.076)
    E. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
IV. Reconvene from Closed Session (Approximately 6:30 p.m.)
    A. Invocation
    B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
    C. Board/Superintendent Announcements/Information

V. Recognitions
   A. Athletics State Competitors
VI. Oral Communication from the Public
VII. Consent Agenda
   A. The Board will consider approval of the Budget Amendments.
   B. The Board will consider accepting the May Financials.
   C. The Board will consider approval of the Minutes of the June 6, 2024, Workshop Meeting; June 10, 2024, Regular Board Meeting and June 20, 2024 Special Called Meeting.
   D. The Board will consider approval of the Student Code of Conduct 2024-2025.
   E. The Board will consider approval of First Public Lone Star Investment Pool Addition of Authorized Representative.
   F. The Board will consider approval of the Investment Report for Quarter Ending May 31, 2024.
VIII. Public Hearing on Every Student Succeeds Act (ESSA) Application
   Ms. Kimberly Brumley, Executive Director of Federal Programs and District Planning
   A. Open Public Hearing
   B. Receive Public Comment
   C. Close Public Hearing
IX. Reports
   A. Schneider Electric
X. Business Items Requiring Board Action
   A. The Board will consider approval of Education Service Center Region 14 Contract for 2024-2025.
      Dr. John Kuhn, Superintendent
   B. The Board will consider the Appointment of Delegate and Alternate for the TASB Delegate Assembly, Saturday, September 28, 2024.
      Dr. John Kuhn, Superintendent
   C. The Board will consider approval of the 2024-2025 AISD Employee Compensation Plan.
      Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources
XI. The Board may take action relevant to Items Covered During Closed Session.
   A. The Board will consider approval of Personnel Recommendations.
      I. Professional Employment Contracts
   B. Matters pertaining to Litigation, if any
      I. Hendrick Health Settlement Agreement
   C. Matters pertaining to Real Property, if any
   D. Matters pertaining to Safety and Security, if any
   E. Matters pertaining to Students, if any
XII. Adjournment

Abilene Independent School District Board Document - Agenda Item II.A

Meeting Date: July 8, 2024 Meeting Type: Workshop

Item Type: Presentation Future Action Required: Yes If Yes, Month: August Consent

Subject: District and Campus Improvement Plans

Background Information**:**

On March 25, district staff hosted approximately 100 participants for the annual Collaborative Comprehensive Needs Assessment. Attendees working in eight subcommittees reviewed district data and identified areas of strength and need. From these needs, each committee isolated up to three priorities for attention in the 2023-24 school year. DWCC members reviewed the subcommittees' full list of priorities on April 23, 2023, and determined four to be of highest priority for attention in the coming year:

- Positive communication
- Continued support for the whole educator
- Closing achievement gaps, particularly for emerging bilingual students
- Engaging teachers in meaningful conversations about effective use of digital resources

Campuses followed the same process.

A substantial draft of the 2024-2025 District Improvement Plan and each Campus Improvement Plan will be available for public viewing starting July 1, 2024, at https://www.abileneisd.org/our-district/accountability/district-and-campus-improvement-plans/.

These plans document how the performance objectives – or targets for outcomes – rely on an array of strategies from a variety of offices to reach district goals. Improvement plans are living documents and will be updated regularly throughout the year as campuses and departments complete data analyses and set targets for improvement. The links on the district website refresh nightly to reflect the most current information.

Spanish translations will be ordered after plans are approved by trustees, which is anticipated at the August Board meeting.

Attached Supporting Documents: None

Fiscal Implications: None

Administrative Recommendation: None currently

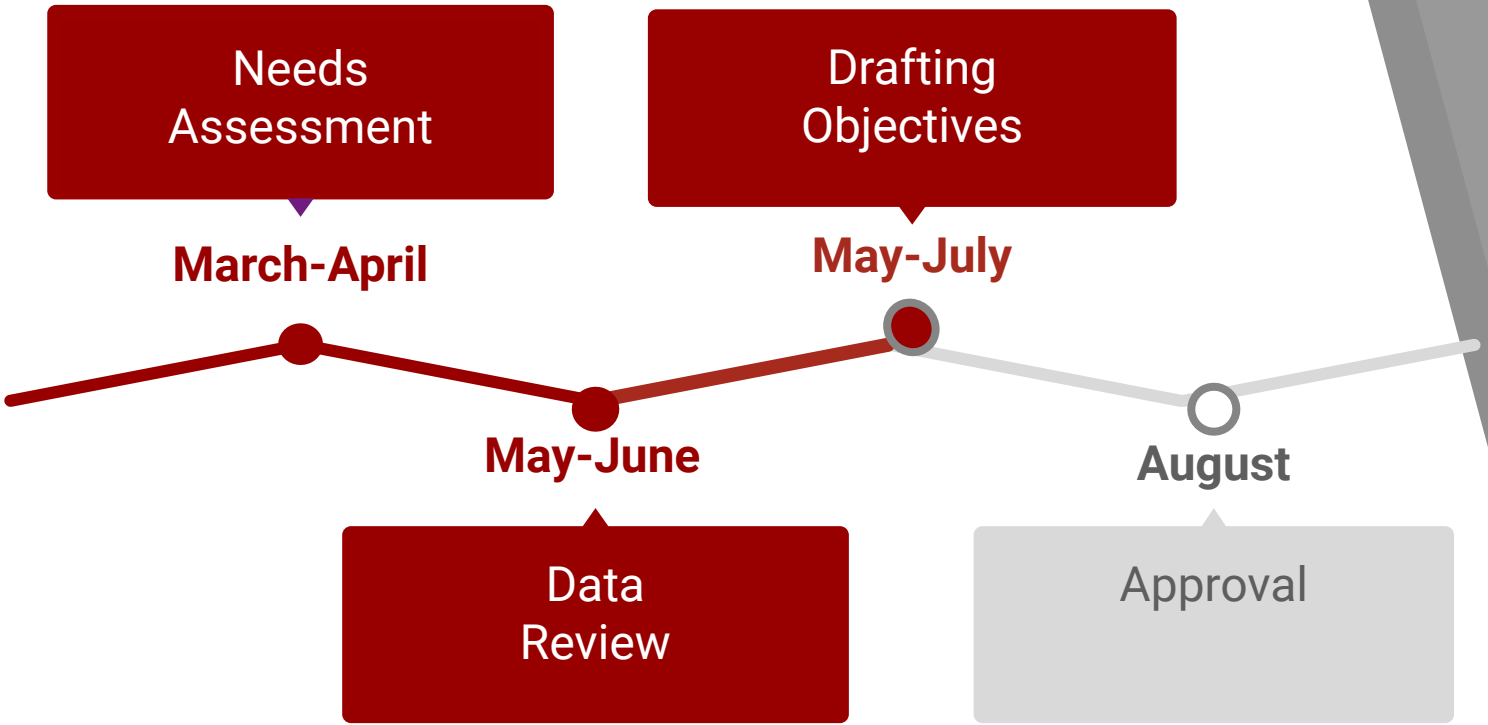
Contact Person: Kimberly Brumley, Executive Director – Federal Programs & District Planning.
Kimberly.Brumley@abileneisd.org; ext. 5858
Dr. Karen Munoz, Executive Director - Innovation & Program Development
Karen.Munoz@abileneisd.org, ext. 3216

District and Campus Improvement Plans

Kimberly Brumley
Executive Director
Federal Programs & District Planning
Dr. Karen Munoz
Executive Director
Innovation & Program Development

July 8, 2024

Plan Development



Priority Needs

- Positive communication
- Continued support for the whole educator
- Closing achievement gaps, particularly for emerging bilingual students
- Engaging teachers in meaningful conversations about effective use of digital resources

New Approach

“Innovation is something different that creates value.”

-- Harvard Business Review

Making Sense

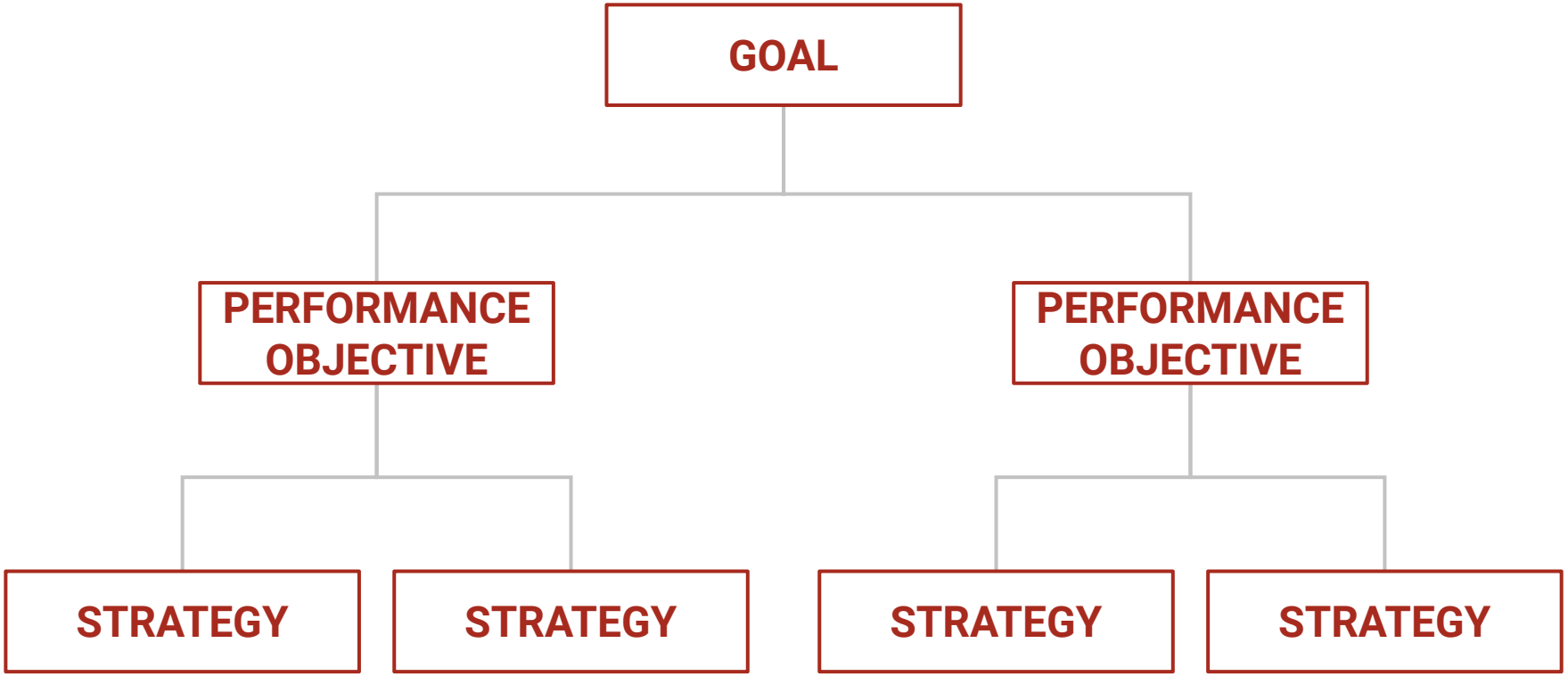
- Federal mandates
- State requirements
- Prior District plans
- Texas Strategic Leadership
- System of Great Schools
- Holdsworth



ABILENE ISD

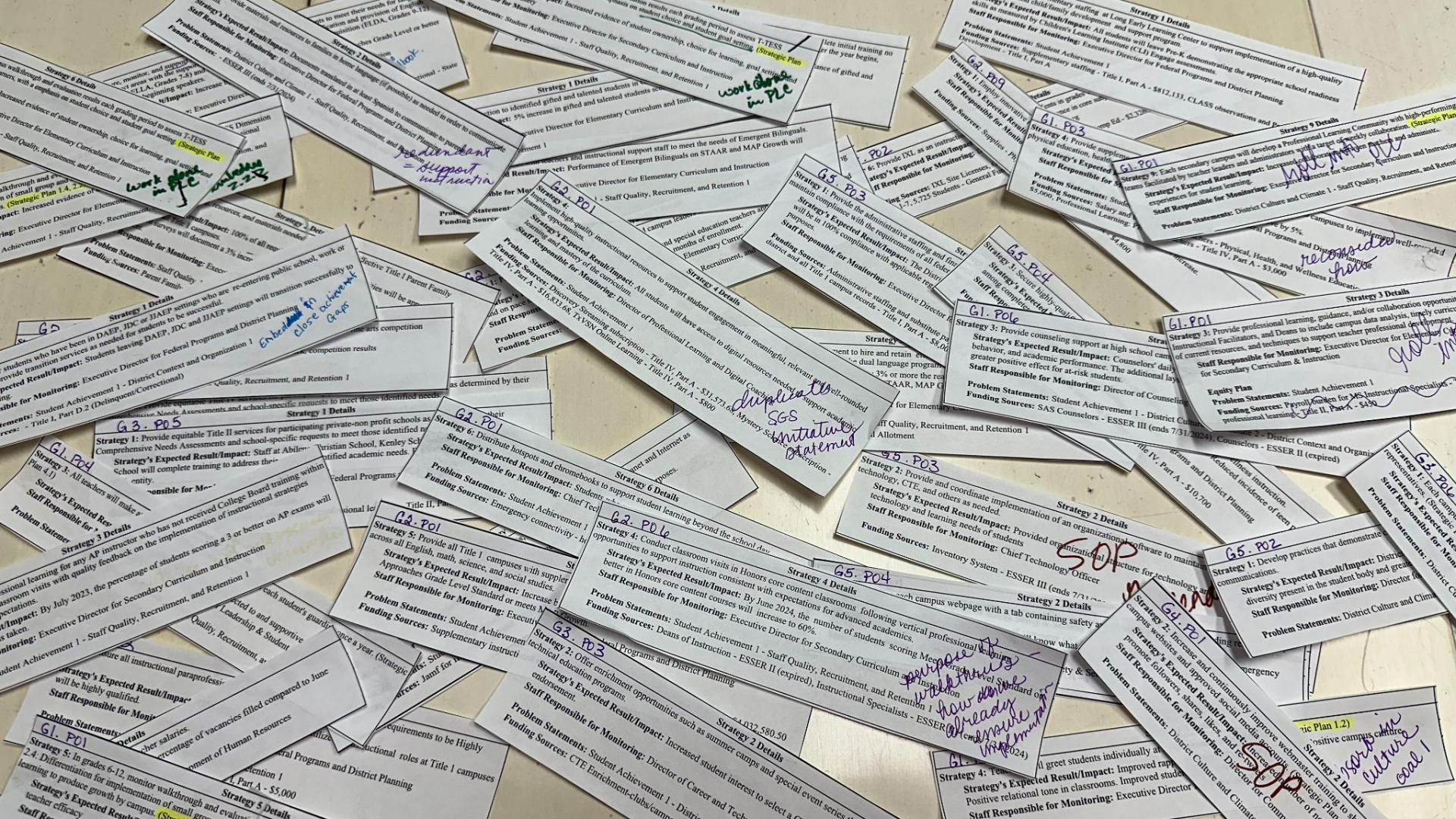
Priorities

Student Academic Achievement	Leadership Support	Teacher Quality
• Provide effective Tier I instruction • Pursue high-quality options and/or improve schools • Utilize data to drive instructional decisions	• Establish/ implement professional learning communities (PLCs) • Define and foster leadership (Holdsworth)	• Establish/ implement professional learning communities (PLCs) • Refine onboarding of new staff to AISD • Develop a system to prioritize staffing to high need campuses



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Plan Structure

- **Goals**
  Aligned with the Strategic Plan **4**
- **Performance Objectives**
  Continuing and new; aligned to goals **14**
- **Strategies**
  Specific activities supporting each Performance Objective **34**
- **Addenda & Policies**
  Comprehensive Needs Assessment
  Required components for special programs and services

Goal 1 Student Achievement: Learners will be actively engaged in classrooms	Goal 2 Leadership Development: Establish a culture of collaboration	Goal 3 Teacher Quality: Develop and capitalize on the strengths, resources, and talents of all stakeholders	Goal 4 Community Engagement: Tell the AISD story of being a school district of choice
Provide effective Tier 1 Instruction.	Establish and implement professional learning communities (PLC).	Refine onboarding of new staff.	Invite input and promote engagement of families.
Support student-centered Tier I instruction.	Consistently utilize data to inform instructional decisions.	Develop a system to prioritize staffing to high needs campuses.	Promote student and staff showcasing of campus successes to external audiences.
Pursue high quality options (SGS).	Define and foster leadership.	Retain and reward employees.	Secure and engage external stakeholders to inform and enrich district programs.
Implement a multi-tiered system of supports (MTSS).			
Close achievement gaps.			

Questions

Abilene Independent School District Board Document - Item II.A

Meeting Date: July 8, 2024 Meeting Type: Workshop

Item Type: Presentation Future Action Required: Yes If Yes, Month: August

Subject: Head Start/Early Head Start Self Assessment and Improvement Plan

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Background Information:

The Office of Head Start requires regular communication with the governing body and Parent Policy Council. To maintain this communication, documents related to Head Start school readiness and Head Start Program Goals are provided for your information.

The *23-24 School Readiness Data Analysis* for Long ELC's Head Start program in chart form and narrative form. This analysis for Head Start children only. The data depicts progress in the following learning domains of development: Approaches to Learning, Social & Emotional Development, Language & Literacy, Cognition, Perceptual, Motor, and Physical Development,

AISD Early Head Start and Head Start Program Goals has the school readiness data embedded but also holds an analysis of progress for the entire year in all component areas: Health Services, Disabilities, Mental Health, Family Services, ERSEA, Education, Fiscal, Safety, and Administrative.

The *23-24 Head Start Self-Assessment Executive Overview* explains the self-assessment process, the program's strengths and plans for improvement for the 24-25 program year. Throughout this process, component areas reviewed and reflected on data, systems, and processes of Head Start to ensure not only compliance, but also refinement of good practices that could serve our community better. This self-assessment will be presented at the Workshop on July 8, 2024, and will be on the consent agenda for approval at the regular board meeting in August.

Attached Supporting Documents:
23-24 Abilene ISD Head Start School Readiness Data Analysis
23-24 Abilene ISD Head Start School Readiness Narrative
AISD Early Head Start and Head Start Program Goals and Actions – FY24
23-24 Head Start Self-Assessment Executive Overview

Fiscal Implications:
Head Start generates more than $1.4 million in revenue to fund services to children ages 0-3.

Administrative Recommendation:
Accept the 23-24 Head Start Self-Assessment and approve the AISD Early Head Start and Head Start Program Goals and Actions

Contact Person:
Julie Wilson, Director for Early Childhood, ext. 3113

Abilene ISD Head Start
School Readiness Data Analysis Narrative
2023-2024

During the 2023-2024 school year, we assess our learners formally three times throughout the year on our program's School Readiness Goals using the CLI Pre-K Online Progress Monitoring Tool (CLI). These goals are found in four domains: Social/Emotional Development; Language & Literacy; Cognition (Mathematics & Scientific Reasoning); Perceptual, Motor & Physical Development. Our program uses the Devereux Early Childhood Assessment (e-DECA) to monitor skills in the domain of Approaches to Learning. This assessment supports and tracks resilience and social-emotional health.

CLI Data is collected in two ways: one to one (student/teacher) testing and teacher observables. The e-DECA assessment data is based on teacher observations through a checklist. We report individual student data to parents three times - after each assessing window. To aggregate data, we find the average score of each measure in all domains from the beginning, middle and end of the year. We also calculate the percent of growth of each average from the beginning to middle of the year, as well as from beginning to the end of the year. The average scores will be compared to CLI Progress Monitoring Tool's expected formal benchmark score (expected outcome) on assessments in the 4.5 years of age range and above since the majority of our children turn 5 years old before the end of the school year. Some assessments do not have expected formal benchmarks, so the maximum score will be used as the expected outcome.

Through aggregation and analysis of the beginning of the year (WAVE 1) data, our program established a baseline measure of our learners' School Readiness goals. All three waves of assessment data are analyzed and used to plan focused instruction for individualization and to improve program practices overall.

<u>Beginning of the Year (WAVE 1)</u>
Our highest percent toward the end of year expected outcome was in Speech Production and Sentence Skill with 95%. This skill of showing understanding of increasingly complex language, questions, and stories from others, and responding appropriately is within the Instructional Support Domain of the CLASS Observation Tool.
Our program will continue these successful practices:

- CLASS Observations with specific feedback for each classroom
- Practice Based Coaching Cycles with goals aligning to the Instructional Support Domain
- STEM Kit implementation
- Hands-on learning experience throughout the day
- Pre-planned higher level thinking questions
- Theme Planning Collaboration Document
- Curriculum & Instruction and Technology Integration Faculty Meetings
- Multi-sensory Outdoor Learning Experiences

The area we found for continual instructional development, training and coaching was in the Language and Literacy Domain: Phonological Awareness Section. The CLI Engage Progress Monitoring Tool splits this goal into four separate assessments: Syllabication, Onset-Rime, Alliteration and Rhyming 1. The baseline for Onset-Rime is 3% of the end of year expected outcome. Strategies to promote progress in the Language and Literacy domain of Phonological Awareness and Onset-Rime:

- Practice Based Coaching Collaboration & Plans
- Cognitive Transitions
- Staff Development in CLASS Instructional Support Domain
- Set shared School Readiness Goals with parents
- Lesson Plan Requirements Checklist
- Individualized Instruction and Documentation
- Professional Development, Data Analysis and Planning
- Continued Professional Development and implementation of Heggerty, a supplemental phonemic awareness curriculum
- All teachers have focused on this goal for their Student Learning Objective (SLO) to track progress throughout the school year

Middle of the Year (Wave 2)

Our program's highest area toward the EOY expected outcome at the Mid-Year Assessment was in Science which falls in the Cognition Domain with 92%. There was an increase of 8% going from 84% toward the expected EOY outcome at the beginning of the year to 92% at mid-year. The area with the largest average growth from the Beginning of the Year to the Mid-Year Assessment was in Onset-Rime which is in the Language and Literacy Domain. This increased from 3% toward the EOY expected outcome at the beginning of the year to 50% yielding a 47% growth.

Our program will continue these successful practices:

- Purposeful Planning & Curriculum Fidelity
  -engaging learning experiences with a variety of modalities and materials to enhance fine motor skills
  -individualized small group instruction based on child's needs as seen in data
  -focus on developmentally appropriate practices and understanding of the writing process in young children

An emphasis for continual instructional development, training and coaching is once again the Language & Literacy domain specifically in the area of Letter-Sound Correspondence. A number of our campus teachers have chosen this concept as their Student Learning Objective for this school year. Letter-Sound Correspondence increased by 9% with a 23% average toward the end of the year expected outcome.

After analyzing this data, our plan is to continue successful instructional strategies in all domains, with a heightened focus on these goals from the Language and Literacy Domain.

We will add the following practices to the Beginning of the Year strategies:

- Strategies or Interventions suggested by Student Support Team Meetings (SST) and implemented and documented by teacher
- New teachers will continue learning Best Practices for instruction through CIRCLE trainings
- Intentional individualized instruction through small groups based on child data
- Use transition time to maximize experiences with Phonological Awareness and letter names/sounds
- Student individual tracking and monitoring will be done through the SLO process

*Evidences of this analysis and plan can be found in Head Start Early Learning Outcomes School Readiness Goals, Weekly Lesson Plans, individualization documentation, SST Records, Practice-Based Coaching Teacher Goals, T-TESS Goals, Data Analysis Staff Meeting, Staff Training/Development Records, CLASS Observation data and Student Learning Objective Tracking

End of the Year (WAVE 3)

Our highest percentage of average growth from the beginning of the year (Wave 1) to final assessment (Wave 3) was in the domain of Language and Literacy in the area of Onset-Rime with 72% growth. The percent toward CLI's expected outcome grew from 3% at the beginning of the year to 75%% at the end of year. Our program will continue to use these successful program practices:

- Student Learning Objectives (SLO) Focus
- Intentional small group instruction
- Practiced Based Coaching cycles to improve instructional practices
- Letter knowledge practice integrated throughout the learning day, including transitions
- Developmentally appropriate learning experiences and real world application
- Parents set School Readiness goals for their family
- Lesson Plan Required Elements Checklist
- Continued Professional Development in the CLASS Instructional Support Domain

After our analysis in the 2023-2024 school year, our program's area for continual growth is in the Language and Literacy Domain in the area of Letter-Sound Correspondence with 43% toward the expected outcome during the end of year assessment. Even though this is our lowest area of achievement, there was a 29% growth throughout the year from 14% to 43% toward the expected outcome. To ensure continual progress in this area, teachers will continue to use the following strategies:

- New teachers will continue learning instructional strategies through weekly CIRCLE trainings, specifically Letter Knowledge with sounds included
- Intentional individualized instruction through small groups based on child data
- Use transition time to maximize experiences with Phonological Awareness and letter names/sounds

Plans for 2024-2025

After analyzing each wave of the 2023-2024 CLI assessment data, growth was seen in each domain of the Head Start School Readiness Plan. To continue this positive progress in the future, our program will continue to practice the following:

- Teachers will continue to focus their Student Learning Objectives in the Language and Literacy Domain, Mathematics or an individualized area of need.
- Practice Based Coaching cycles will relate directly to Student Learning Objectives (SLO) written by the teacher based on individual student and class data analysis of the School Readiness skills.
- Continue the tracking of School Readiness goals, which are created by parents in collaboration with the classroom teacher after review of their child's assessment data.
- Differentiated instruction will be planned and documented according to formal and informal data and parent input to improve students' School Readiness skills.
- Teachers will continue to strengthen their understanding and implementation of Heggerty, a daily supplemental curriculum that targets explicit and systematic Phonological/Phonemic Awareness lessons. This curriculum vertically aligns with Kindergarten.
- Professional Development will include developmentally appropriate instructional strategies to promote quality teaching practices and learning experiences: new curriculum, Scholastic PreK on My Way, CIRCLE (Language & Literacy), CLASS Domains, Heggerty and Conscious Discipline.

*Evidences of this analysis and plan can be found in Head Start Early Learning Outcomes School Readiness Goals, Weekly Lesson Plans, individualization documentation, SST Records, Practice-Based Coaching Teacher Goals, T-TESS Goals, Data Analysis Staff Meeting, Staff Training/Development Records, CLASS Observation data and Student Learning Objective Tracking

Abilene ISD Head Start School Readiness Data Analysis
2023-2024

SCHOOL READINESS DOMAIN	SCHOOL READINESS GOALS Head Start children entering kindergarten will show growth in areas such as:	CLI ENGAGE Assessment	Beginning of Year (Wave 1) % toward expected outcome	Mid-Year (Wave 2) % toward expected outcome	Average Growth from BOY (Wave 1) to MOY (Wave 2)	End of the Year (Wave 3) % toward expected outcome	Average Growth from BOY (Wave 1) to EOY (Wave 3)
Approaches to Learning	Begin and finish activities with persistence, attention, flexibility	**e-DECA:** Initiative	76%	89%	13%	89%	13%
		e-DECA: Self-Regulation	80%	87%	7%	87%	7%
	Demonstrate creativity of thinking and expression	**e-DECA:** Total Protective Factor	72%	88%	16%	90%	18%
Approaches to Learning Average			**76%**	**88%**	**12%**	**89%**	**13%**
Social & Emotional Development	Recognize, express, and manage emotions with increasing independence	**Social Emotional Behaviors:** Emotional & Behavior Regulation	65%	74%	9%	78%	13%
	Develop a sense of belonging, relationships, and problem- solving skills	**Social Emotional Behaviors:** Positive Social Behaviors	63%	72%	9%	75%	12%
Social & Emotional Development Average			**64%**	**73%**	**9%**	**77%**	**13%**
Language & Literacy	**Language & Communication:** Show understanding of increasingly complex language, questions, and stories from others, and respond appropriately	Speech Production & Sentence skills	95%	103%	8%	119%	24%
	Show a steady increase in the variety and use of vocabulary	Rapid Vocabulary 1,2,3	67%	85%	18%	97%	30%
	Literacy: Recognize at least half of the letters of the alphabet and their sounds	Rapid Letter Naming Letter-Sound Correspondence	45% 14%	66% 23%	21% 9%	98% 43%	53% 29%
	Progressively write letters to convey meaning	Early Writing Skills	50%	76%	26%	92%	42%

Updated 4/22 AJ

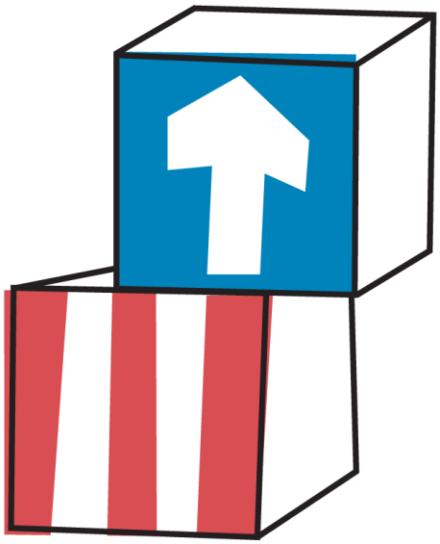
	Demonstrate understanding that spoken language is composed of smaller segments of sound (phonological awareness)	**Phonological Awareness Section:** Syllabication Onset-Rime Alliteration Rhyming 1	Syllabication 29% Onset-Rime 3% Alliteration 39% Rhyming 1 50%	Syllabication 51% Onset-Rime 50% Alliteration 53% Rhyming 1 66%	Syllabication 22% Onset-Rime 47% Alliteration 14% Rhyming 1 16%	Syllabication 66% Onset-Rime 75% Alliteration 65% Rhyming 1 79%	Syllabication 37% Onset-Rime 72% Alliteration 26% Rhyming 1 29%
Language & Literacy Average			**44%**	**64%**	**20%**	**82%**	**38%**
Cognition	**Mathematics:** Understand the relationship between numbers & quantities Recognize and **extend** patterns	**Math:** Counting sets **Optional Math:** Patterns	49% 40%	69% 53%	20% 13%	83% 63%	34% 23%
	Scientific Reasoning: Sort/classify objects by complex attributes such as weight, sound, smell, functions, characteristics, etc.	**Math/ Science:** Shape Naming	67%	81%	14%	93%	26%
	Make predictions, investigations, and conclusions	**Science**	84%	92%	8%	100%	16%
Cognition Average			**60%**	**74%**	**14%**	**85%**	**25%**
Perceptual, Motor, and Physical Development	Control large muscle skills (running, hopping, balancing, climbing)	**Physical Development and Health Checklist:** Gross Motor	74%	82%	8%	87%	14%
	Control small muscle skills (pencil grip, cutting, painting, etc.)	**Physical Development and Health Checklist:** Fine and Visual Motor	75%	86%	11%	91%	17%
	Identify and practice safe and healthy habits (dental health, toileting, hand-washing, healthy food choices, safety practices, etc.)	**Physical Development and Health Checklist:** Health	68%	84%	16%	90%	22%
Perceptual, Motor, and Physical Development Mastery			**72%**	**84%**	**12%**	**90%**	**18%**

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Head Start/Early Head Start Executive Overview of 2023-2024 Self-Assessment Findings and Program Improvement Plan

May 2024



Grant# 06CH012163

I. Introduction

a. Program Description

Abilene ISD Head Start/Early Head Start Program is operated by the Abilene Independent School District. The Abilene ISD Board of Trustees serves as the governing body for Head Start/Early Head Start and operates in a shared-governance system with the Parent Policy Council. The program is funded to serve 132 infants and toddlers and 9 pregnant women in Early Head Start on the Crockett campus. An additional 380 children, ages three and four-years-old, are funded in the preschool program at Long Early Learning Center. The EHS and HS programs were fully enrolled during the 2023-2024 school year. Enrollment opportunities were provided weekly at Long ELC and Crockett EHS so that families had every opportunity to enroll if they desired to do so.

The Long facility has been provided by the district as in-kind to Head Start. The program is in the second year of a five-year monitoring cycle. In the fall of 2023, the program participated in a Focus Area One monitoring review from October 30,2023 - November 1, 2023. A Program Performance Summary Report was received on December 8, 2023, reporting the program was compliant in all areas of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007. The Head Start program completed a CLASS Monitoring Review, during the week of December 2-6, 2019. Communication from OHS, on December 13, 2019, indicated that the program met the expectations for CLASS. Scores from the Review were compared to the 2019 and 2020 national mean for Head Start programs. Head Start CLASS scores remained at the national mean for both school years. The EHS and HS programs completed a Focus Area Two Monitoring Review during the week of January 27-31, 2020. The OHS Program Performance Summary Report sent to the 2019- 2020 AISD School Board President, Randy Piersall on April 30, 2020, identified many strengths within the programs and stated that there were no compliance findings.

b. Self-Assessment process (context)

Contextually, the self-assessment process encourages the agency to ask itself three questions: “What are we doing well?”, “What are we not doing well?” and “How can we get even better at what we do?” Asking those simple questions prompts the leadership, staff, and families to investigate how the program outcomes have positively impacted our community, and what is left to be accomplished. The investigation scaffolds data-driven decision-making, professional development, and community awareness and interactions. With the findings, the program will continue to reflect and refine all practices.

II. Methodology

a. Design of Self-Assessment and Participating Members

The Self-Assessment process followed the framework published by the National Center on Program Management and Fiscal Operations. The Self- Assessment process also used information gleaned from the completion of the FY 2023 Focus Area Two Monitoring Protocol. During the process, the team members examined a broad range of program operations to determine strengths and weaknesses in managing and providing services to Head Start and Early Head Start children and families. The scope of focus was directed by: (1) identifying any systemic issues revealed during routine ongoing monitoring, (2) reviewing health and safety evaluations, and (3) analyzing school readiness and goals, objectives and action plans.

The self-assessment process followed a systematic path, beginning with the determination of the scope of focus, leading into the analysis of data and recommendations for improvement, and culminating in the final written report outlining corrective action steps. The process was responsive to the Head Start Act and the Head Start Performance Standards. The process included FY 2023 Focus Area Two Monitoring Protocol, a review and revision of all written program services and management systems plans to assure the program addresses and is compliant with all regulations.

The program demonstrated a very high-level of performance and substantial compliance with federal regulations throughout all monitoring events during the previous monitoring 5-year cycle. A NOGA was issued in April 2022 for the next five-year monitoring cycle. As well as a NOGA in for a Non-Competing Continuation in April 2024 for the third year of the five-year cycle.

Assisting in this year's self-assessment process were Head Start and Early Head Start administrators and managers, Abilene ISD district personnel, Head Start and Early Head Start front-line staff, Policy Council members (Head Start/EHS parents and community representatives), a current AISD Board of Trustee member, a former AISD Superintendent, a former AISD Director of Early Childhood, community members and parents.

b. Self-Assessment timeframe

Self-Assessment activities were conducted by each program area between February 23, 2024, and April 26, 2024. Team leaders met with their respective team members for training and to conduct review activities within this time period. All summaries were completed and returned to the Director of Early Childhood Programs by April 26, 2024. The self-assessment reports for each program area were then reviewed and analyzed by the Director of Early Childhood Programs. Finally, a Self-Assessment Summary and Program Improvement Plan were developed for use by program staff. The AISD Board of Trustees were presented the information on July 8, 2023. The Policy Council reviewed and approved the Report and the Plan in August 2024.

c. Data Collection Tools Used

A wide variety of data, including program operation reports, on-going monitoring tool reports, and other performance data were reviewed and analyzed. The FA1 Monitoring Review and CLASS review data was also used as part of the Self-Assessment process.

Following is a list of documents that used for data collection:

Program Area	Tool/Data Set	Purpose	Finding(s)
Governance	Policy Council By-laws	This information includes the composition of the Policy Council and how it operates and oversees the direction of the program.	Review of the Policy Council By Laws indicated that the composition of the PC meets the requirements in the Program Performance Standards and the Head Start Act.
Governance	Policy Council training agendas/minutes	The agendas and Policy Council minutes indicate a variety of training opportunities for the Policy Council.	Review of the Policy Council Agendas revealed that that the PC was initially trained on the entire PC responsibilities according to the Program Performance Standards and the Head Start Act. Additionally, the review confirmed that ongoing training was provided throughout the program year.
Governance	Management Policies and Procedures Manual	The Management Policies and Procedures Manual contains the required policies and procedures which meet or exceed the Head Start Performance Standards and the Head Start Act	The review of the Manual indicated that shared governance exists between the Governing board and the Policy Council.
Governance	Management Procedure for hiring & retention of staff	Review the Management Procedure for hiring and assure the process and questions are sufficient for hiring high quality employees.	A review of the Hiring Procedure indicated that the steps were well written and is meeting the needs of the program.
Governance	Program Plans	All plans include systems and services that meet or	A review of the Governance Program Plan indicated that all areas were addressed through

		exceed the Program Performance Standards.	action steps, timelines, responsible parties, and evidence to validate that the Program Performance Standards and the Head Start Act were met.
Governance	Policy Council Membership Roster	Policy Council Rosters demonstrate that the programs meet the requirements of the Program Performance Standards and Head Start Act.	The composition of the Parent Policy Council met the requirements of the Program Performance Standards and Head Start Act.
Governance	Policy Council Minutes	Policy Council minutes assure that all requirements of the Program Performance Standards and the Head Start Act were met.	The Parent Policy Council was established early in the program year and maintained an active and meaningful role in the direction and operation of the program. The PC participated in the planning, review, and approval etc. of all required areas.
Governance	Board roster and Board policies concerning election, etc.	Review rosters to assure that the roster meets the requirements of the Program Performance Standards and the Head Start Act.	As an elected body, the AISD School Board is not required to have a member who is an attorney, an early childhood educator, or a fiscal expert. The Board retains an attorney as needed to provide legal expertise and advice to the Board. The Board does have members who have education and financial experience and expertise.
Governance	Board of Trustee meeting minutes	Review the Board minutes to assure that all requirements of the Program Performance Standards and the Head Start Act were met.	Review of the Board minutes and reports to the Board indicate that they are well informed and were actively involved in all areas of program operation and monitoring as required.
Governance	Community Assessment	Information from the Community Assessment is used to design programs/systems to meet	Review of the Community Assessment showed that the program is designed to meet the needs of the community.

		the needs of the families within the community.	
Governance	Annual Report	The document is designed to assure that the governing body is well informed of the program's design.	Review of the Annual Report revealed the governing body is well informed of the program's design.
ERSEA	Eligibility determination records	Documentation of eligibility and proof of the eligibility records.	All documentation of eligibility and supporting documents matched.
ERSEA	GoEngage	The review of GoEngage documents assures tracking of eligibility/enrollment/ attendance.	Files were reviewed and all documentation of eligibility, enrollment dates and daily attendance in GoEngage matched.
ERSEA	Frontline	Frontline is an AISD platform to track student information. The review of data in Frontline assures that tracking of enrollment and attendance is consistent.	Files were reviewed and documentation matched.
ERSEA	Community Needs Assessment	Analysis of community needs for the recruitment and selection process.	Recruitment is strong in areas with a high population of eligible children. Selection criteria accurately prioritizes children with the highest needs.
ERSEA	Waiting lists	The review of waiting lists tracks the numbers of children on the waiting lists.	Waiting list and report documentation matched.
Program Design/Structure	Community Needs Assessment	The Community Assessment provides data regarding characteristics of the community. It provides ethnicity, language, disabilities, mental health, children in foster care, homeless children and working families. This information is used to guide the HS/EHS program to	A review of the Community Assessment revealed that all required components were present in the assessment. The Policy Council uses this data to make informed program decisions. It is noticed that child-care is a community wide issue. Solutions are in progress. Two barriers are funding and staffing.

		determine locations of centers, program options, goals, community strengths and needs.	
Education	Lesson Plan required elements	Teachers and the ECD Coordinator use this document to know what is required of our program and HS in each week's lesson plans.	Requirements are up to date and this is an effective way to communicate lesson plan needs.
Education	Tracking & Monitoring documents	ECD Coordinator uses checklists to monitor: Lesson Plan completion each week, Parent Contacts, Developmental Screenings, Safety Lessons, etc.	These documents are an effective means of tracking. GoEngage, formally My Head Start, is also used.
Education	Cognitive, Social & Emotional Procedures/Policies	Program uses a tiered plan to support students with cognitive, language and or social & emotional needs.	The use of this procedure has been effective in providing further individualization to prepare students for school readiness.
Education	Abilene ISD Head Start School Readiness Plan	The program uses these goals to ensure children's growth in the Head Start Early Learning Outcome Framework Domains.	The School Readiness goals for families and academics are appropriate for the upcoming school year. The School Readiness Goals are aligned with the Head Start Learning Outcomes Framework. These goals are also aligned with the AISD's 1st 6 weeks kindergarten report card.
Education	School Readiness Action Steps	A narrative of how we will accomplish meeting and tracking our School Readiness Goals.	The School Readiness Action Steps are reflective of the School Readiness plan and implementation. ESI-R was updated to ESI-3.
Education	Teacher Interviews	Teachers discussed the effectiveness of PLC's, ideas for future training and how to help further understanding and	PLC's have been a positive way to allow collaboration among staff and deepen understanding. Teachers suggest they would benefit from additional training on Feeling Buddies Curriculum,

		application of professional development.	Adaptive Read Alouds and/or processed art.
		Teachers/Coaches reviewed the Practice Based coaching process to promote quality interactions in the classroom using CLASS dimensions. Coaches discussed the process of identifying coaching frequencies.	Teachers and academic coaches found that Practice Based Coaching improved understanding of CLASS objectives, areas of instructional strength and improved higher order questioning and techniques. Coaches stated their documentation and tracking show growth toward instructional goals. Teachers report small group instruction has improved. Coaches found that the process of identifying frequencies through the Classroom Needs Assessment is effective.
		Teachers discussed the use of child assessment data in the planning of individualization, small and large groups and how it is documented weekly.	Teachers use information from CLI assessments, informal assessment, and observation data to individualize small and large groups. Students are grouped based on individual needs. All individualization is documented weekly in lesson plans as well as in personal teacher documentation.
Education	Academic Coaches	Coaches discussed resources that would be helpful to the coaching process.	Coaches noted they would benefit from collaboration among fellow Academic Coaches and/or more CLASS training.
		Coaches discussed our campus New Teacher Orientation process and important areas of focus.	Current New Teacher Orientation information covers the most important topics and is relevant however, there may need to be more guidance in the planning of district daily schedules.
		An interview with coaches to review the supports/connections between home and school in the area of academic progress	Coaches expressed that the current CLI Student Summary sent to parents is the most informative. It is concise and gives an overview on

		and preference on CLI Progress Monitoring Reports.	student progress that is easy to analyze.
Education	ESI-R Developmental Screening	A tool used to screen all children for developmental skills and concerns.	ESI-R meets the needs of our program as a developmental screener. Students who scored in the refer or rescreen range after February are closely monitored by teacher and Education Coordinators.
Education	CLI Engage Progress Monitoring Reports	An online assessment to monitor student progress in all School Readiness Framework Domains.	CLI Progress Monitoring reports showed growth program wide in all School Readiness Goals assessed. Teachers use these reports to plan for instruction of large groups, small groups and individualization.
Education	Student Support Meeting Notes	Documentation taken to provide extra support for a child in need.	Effective notes are taken during SST Meetings and shared with all team members to ensure fidelity of strategies. These notes are located in AWARE which is a program that follows the student to kindergarten.
Education	School Readiness Data Analysis Charts and Narrative	A chart to show program mastery levels and areas of growth, and a narrative, highlighting strengths and planning for improvement.	The data was reported in an intensive and inclusive format. It was well organized and explained well. A variety of in depth instructional techniques and evaluation methods were used to meet goals. It is a great plan to ensure that students are making progress on their educational and social emotional development.
Education	ITERS-3 (Infant Toddler Environmental Rating Scale)	It is to analyze the classroom environment and responsive caregiving.	Focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality.
Education	EHS Playground Checklist, Texas Rising Star Classroom Assessment Tool.	Compared the EHS playground checklist with the TRS Classroom Assessment tool to ensure compatibility.	Comparison showed a need for a revision of the current EHS playground checklist. The current checklist does not include natural elements, additional

			centers, or teacher/child interaction.
Education	Teaching Strategies GOLD Documents	T.S. GOLD documents encompass Lesson Plans, Assessment tools are directly linked to Creative Curriculum to individualize and assess children.	Teaching Strategies GOLD assessment system is a tool that teaches, plans, individualizes, and guides every aspect of the day.
Education	Practice Based Coaching Needs Assessment Tool	Identifies strengths and needs for professional development.	This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.
Education	ASQ Developmental Screening	It is a research-based tool to screen children birth to three for developmental strengths and concerns.	Is a comprehensive reliable screening tool that measures development in 5 domains. (Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social)
Mental Health	Program Plan	The plan provides systematic methodologies used to provide services to HS/EHS children, families, and staff, and to ensure compliance with current Head Start Standards.	The review of the Mental Health Plan did not reveal any areas of concern. The Devereux Adult Resilience Survey (DARS) will be completed by program staff as needed.
Mental Health	Suspension & Expulsion Policy	Long Early Learning Center prohibits the use of suspension due to behavior. The Suspension and Expulsion Policy provides a support framework for students with challenging behaviors to ensure positive outcomes.	The Long Early Learning Center Suspension & Expulsion Policy employs a multifaceted approach to behavior support, utilizing resources and collaboration from the Directors, Mental Health Consultants, teachers, Behavior Coaches, Family Advocates, and parents. The parent interview indicated that the policy was current and relevant, that it clearly defined steps for support, and that they could not specify any areas of improvement or refinement.
Mental Health	EHS/HS Mental Health Referral Forms	Used to make referrals to any component area to ensure	All MH referrals were appropriately completed when submitted correctly.

		follow-through on staff or parent concerns	The referral procedure is clear and easy to follow.
Mental Health	EHS Mental Health Service Log/ HS Service Tracking Sheet	To ensure compliance within the prescribed time for social/emotional assessment dates, completion of all permission forms before services were provided, and that concerns were appropriately addressed	All assessment dates were within 45 days of enrollment, dates in GoEngage matched dates on the service tracking sheet. Services were provided when parent permission was secured.
Mental Health	Go Engage Tracking	To ensure compliance within the prescribed time for social/emotional assessment dates, completion of all permission forms before services were provided, and that concerns were appropriately addressed	All assessment dates were within 45 days of enrollment, dates in the GoEngage files matched the dates on the service tracking sheet. Services were provided when parent permission was secured.
Mental Health	Cognitive/Social-Emotional Development Procedures/Policy	To ensure a fluid procedure for teachers when referring children for cognitive and/or social-emotional needs.	It was noted that the system was fluid, trauma-informed, specific, and clear. The teacher stated that Student Support Team Meetings gave her insight into resources and strategies she was unfamiliar with and would utilize to support students. The teacher suggests that support in implementing the interventions (modeling, practicing) would be helpful.
Mental Health	Homeless Designation Procedure, Confidentiality Policy, Bully Prevention Policy/Procedure, and Child Abuse and Neglect Policy/Procedure	To ensure there is a fluid procedure for staff to follow for the following procedures: Homeless Designation Confidentiality Bully Prevention Child Abuse Reporting	All policies and procedures seemed to be in place and easy to follow and understand.
Mental Health	HS/EHS MH Coordinator Job	To ensure the availability of the MH Coordinator and	The HS and EHS Mental Health Coordinator work full time and

	Description and Contract	that all program mental health needs are appropriately planned for.	office on site. Parent states that in their experience Mental Health Coordinators are available to parents, staff, and students daily and work diligently with all parties to develop interventions for mental health support.
Mental Health	Mental Health Observation Form and Best Practice Observation	Used to ensure that universal (Conscious Discipline Structures/Skills) social-emotional practices are taught in the classroom. Also, to note students in need of social-emotional intervention.	Comprehensive overview of a social-emotionally healthy classroom.
Mental Health	Behavior/Conscious Discipline Coach	Evaluation of the Practice-Based Social-Emotional Coaching Processes and identifying resources and supports that would benefit the coaching process and staff overall.	Behavior Coach noted that the extensive turnover in staff, including teachers and assistants, revealed a need for more training opportunities to increase understanding of behaviors and the skills necessary to support them. Training in understanding poverty, sensory integration, and emotional dysregulation was suggested as valuable professional development opportunities to help strengthen awareness.
Health/ Nutrition	FY2023 FA1 Monitoring Protocol, Periodicity, Frontline, GoEngage program	HS/*EHS* Performance Measures in the Monitoring Protocol	HS/*EHS* health/nutrition are complying with Federal Performance Standards. Nurses are collaborating with parents on health status, ongoing health care, preventative care, follow ups, and referrals for students. Nurses are documenting health status and care per EPSDT/THS schedule in Frontline, Go Engage, and clinic tracking forms. Child health status and care is well documented. Reviewed Periodicity tracking and wellness and oral health forms. Special needs folder

			reflected the students' chart and ER cards reflected allergies and diagnosis matched. Participants noted that the clinic is very thorough and helpful with families and documentation. It was noted that language is sometimes a barrier with some families. documented. Reviewed Periodicity tracking and wellness and oral health forms. Special needs folder reflected the student's chart and ER cards reflected allergies and diagnosis matched. Participants noted that the clinic is very thorough and helpful with families and documentation. It was noted that language can be a barrier for some families.
Health/ Nutrition	Subpart D Plans	HS/*EHS* Health Performance Standard guidelines/objectives are addressed with information on how HS/*EHS* Health services are met.	The information reflected that children served in HS/*EHS* maintain an ongoing source of health care, preventive care and follow-up.
Health/ Nutrition	Clinic Service Sheets/ Go Engage	Monitors ongoing health care needs of children and ongoing communication with families.	Clinic service sheets reflect oral and medical health care providers- access to ongoing health care, preventative health care appointments, referrals and follow ups completed and continued needs. Notes on communication and collaboration with parents are kept in GoEngage.
Health/ Nutrition	Electronic Communication	Collaboration with HSAC members.	Electronic communication provides the opportunity to collaborate and share information with HSAC members when in person meetings are not possible. HSAC members noted that the committee is well organized and efficient, members

			are well informed, and time is respected.
Safety	On-line maintenance work order system	Check maintenance requests, date entered, date completed, and department completing work.	In our programs all work orders are completed in a timely manner or are in progress.
Safety	Classroom Safety Checklist	Document that shows classrooms are free from pests, designed to prevent injuries, and promote safety in an emergency.	Our programs' classrooms and outdoor areas were found to be free of pests. Classroom safety was evident in the use of outlet plugs covered, cabinets locked, toys and furniture in good condition, emergency maps located near exits, and documentation that ensured children are released to allowable adults. One classroom had adult scissors within reach of children, and they have now been moved to a place where children cannot reach them, and a few plug covers were missing and have been replaced.
Safety	Bus Safety Checklist	Lists the items required on the bus such as fire extinguisher & sign, seatbelt cutter & sign, 2-way communication & sign, reverse beeper working, first aid kit, seat belts, daily inspection, and Texas inspection sticker.	On the buses used for our programs, all items comply and are working. All inspections are kept on file. A few signs had fallen off and the bus drivers were given new signs to post.
Safety	Driver Training Data Sheet	Checks that all drivers have completed their required training.	All drivers for our program have completed required training before driving students. Our drivers also receive CPR/First Aid certificates.
Safety	Sub-part D Plans Health Program Services	Checks to ensure that all health and safety practices are being met by using safety checklists.	Our programs found that health and safety practices are being met by using safety checklists that ensure children are always kept safe.

Safety	Sub-part F Plans Transportation	Document which shows the elementary and names of all the students who ride to Long and/or back to one of our 13 elementary campuses in Abilene ISD.	HS, bus transportation is available for children to ride (from the nearest elementary) to and from our campus. *EHS transportation is available to teen parents so they can bring their children to the center and then be taken to their school.*
PMQI/ Human Resources Mgmt.	Standards of Conduct	Standards of Conduct for HS/EHS programs are used to ensure health, safety, and quality services for children and families.	The Standards of Conduct for Head Start/Early Head Start is contained in the Head Start/Early Head Start Policies and Procedures Manual. The standards were clear and met all requirements of local, State, and Federal agencies.
PMQI/ Human Resources Mgmt.	Job Descriptions	Describe duties for each position in the program and the qualifications for the positions, number of contract days, supervisor, etc. so new staff members know the expectations of the supervisors and so all positions are posted for filling using correct qualifications.	Job descriptions are clear. They are reviewed two times a year when time & effort sheets are signed.
PMQI/ Human Resources Mgmt.	Interview Procedure & Documents	The Interview Procedure is used to ensure that each interviewee gets the same opportunity to express their knowledge and skill. The Procedure allows for the interview team to have consistency throughout the process	The interview procedure was well written. The interview questions were thorough, providing enough information to elicit the skills of the interviewee. No changes were noted.
PMQI/ Human Resources Mgmt.	ITERS-3, *Missouri Tool,* TTESS, CLASS, SSTs, CLI Staff Files	Observation tools used by the program to determine quality of services in the classroom provided to children by teachers. These tools provide information for program	The monitoring tools were used in observations this year. The observations reveal strong teaching/learning connections in the classrooms. Coaching documentation is included in the

		structures, goals and decisions.	data collection to show growth in the program.
PMQI/ Human Resources Mgmt.	Criminal history tracking tool and staff files	A Criminal History Tracking tool shows when a person received results from criminal history checks and staff files show the completed forms to ensure these are maintained and up to date.	Staff have required Criminal History checks that are well documented. AISD Early Childhood Program has a well-established background check process to ensure students and staff are working with safe individuals.
PMQI	Communication Tools used with staff	Meeting documentation, tracking tools, monthly reports, text groups, emails, along with open door policies are used by the leadership team to share campus concerns and/or needs.	The Leadership teams on both campuses meet regularly to discuss component area concerns and the needs of students, families, and staff. Various tracking tools, monthly reports, and emails are used to verify follow through and completion of duties. Teaching staff reported Remind is the primary communication tool used with families. It was suggested that a staff Remind is created in addition to email and Cub Connection.
PMQI/ Human Resources Mgmt.	Communication Tools used with families	The program recognizes that communication is multifaceted and therefore we integrate several forms of communication to include social media platforms, email, call out system, phone calls, Remind app, web page, bulletin boards, home visits, parent conferences, daily communication sheets, calendar of events, newsletters, and open-door policy.	Staff and families report that Remind is the most preferred method of 2-way communication. Facebook has proven to be an effective method of sharing information, but Remind remains the best way for actual communication. Parent training, “Lunch & Learns” have made a positive impact.

PMQI	Staff Wellness	The program works to ensure staff feel connected, supported and valued.	Teachers reported professional development opportunities in and outside the campus make them feel valued. It was also reported that classroom support from all support staff is appreciated. This includes instructional, behavioral and emotional support to ensure the whole child and the whole teacher are understood. Staff would like more time to connect with each other.
Family & Community Engagement	Community Partnership Binder	Partnerships and MOUs between AISD EC and the community.	Reviewed and updated partnerships and noted strong connections with the community.
Family & Community Engagement	Focus Area One Monitoring Protocol	Data gathered and analyzed by EHS and HS FCE Coordinators was used to answer all questions listed in the Protocol.	The data indicates a strong family engagement program is in place. Processes to support families include father initiatives, connecting families with community partners, parent training opportunities, helping families set school readiness and family goals, assisting parents/guardians in the strengthening of parenting skills, and communicating clearly and regularly with families regarding their child's learning processes and needs.
Family & Community Engagement	Surveys with Program Parents and Community Partners	Program parents and Community Partnerships completed a program survey.	The parents survey reports positive communication with Early Childhood staff to create a welcoming and collaborative environment.
Disabilities	HS Performance Standards	Guidance for developing program plans.	In compliance.

Disabilities	Tracking and monitoring documents	HS Disabilities Coordinator uses a tracking document on internal referrals that is shared with assessment staff, ICs and administration for Special Education testing	Document is effective in following up with AISD assessment staff on internal referrals.
Disabilities	Staff and community member interviews	Staff and community members were interviewed, and they also reviewed the Disabilities plan to determine if any areas needed improvement.	Staff and community members reported the plan in compliance.
Disabilities	Safety Procedures for arrival & dismissal	To ensure practices for arrival and dismissal meet the safety requirements of the district	Requirements were met.
Disabilities	*EHS Federal Performance Standards*	*Staff and parent interviews were conducted on the program plan, Progress Notes, ECI services and Integrating IFSP into lesson plans.*	*In compliance.*
Transition	Individual Transition Plan	Teachers use this document to inform parents of the steps needed in the transition to the next learning environment.	Although the transition plan and process was clear, it would be helpful if the information was combined with the final Parent Contact (PC#4).
Transition	Initial Transition Meeting Form	Advocates use this document to inform parents of the steps needed in the transition to the next learning environment.	Form provides parents a plan for different transition options and is started earlier enough for parents to feel supported.
Transition	Parent Contact #4	Teachers use this document to track progress on School Readiness Goals.	The final Parent Contact was easy to understand, Parent and child goals are tracked easily, parents can make a summer goal.
Transition	Parent Survey	Program parents completed a program questionnaire.	Parent questionnaire reports positive communication and support with early childhood staff to create a collaborative transition into and out of the programs.

Transition	Teacher Interview	Reviewed a revised Parent Contact #4 to see if the revisions thoroughly covered what was on the previous Individual Transition Plan.	Teacher reported that the revised Parent Contact #4 covered the mandatory information clearly.
		Teacher was asked if there were any materials needed that would improve the implementation of transition strategies in the classroom.	Teachers would be interested in learning more kindergarten learning activities to do at the end of the year.
Prenatal	*EHS Prenatal Curriculum and Resources Binder*	*Review prenatal education curriculum and resources to assess compliance with Head Start Performance Standards.*	*According to the reporter, the EHS Prenatal Curriculum and Resources Binder indicates comprehensive services were provided to EHS enrolled pregnant women. The curriculum and resources aligned with HS Performance Standards.*
Prenatal	*Parent interview questions*	*Former prenatal parent was asked to comment on her experience with the EHS Prenatal Program.*	*The data collected from the parent interviewed indicated appropriate prenatal education, referrals and support was provided.*
Prenatal	*Staff and Community Member Questions*	*Staff were asked questions concerning prenatal family partnership agreements, pre-natal services and file documentation & tracking forms.*	*The interview indicated the Prenatal Master Family Advocate has an excellent understanding of the prenatal education program, is responsive to the needs of prenatal parents and provides the required on-going support and education.* *The interview with the prenatal services Master Family Advocate indicates she works closely with prenatal parents and community partners to provide comprehensive services to expectant parents.*
Fiscal	Procurement Records	The Procurement Records verify spending.	Budget was allocated properly.

Fiscal	Budget Reports	Budget reports are used to check monthly spending and the overview of purchases.	Spending was budgeted correctly.
Fiscal	In-Kind documentation and reports	These reports show documentation of In-Kind services	Grant requirements for total nonfederal share was satisfied.
Fiscal	AISD Fiscal Year 2023 Annual Audit Report	These reports show documentation of HS/EHS funds.	Funds were expended properly and used to follow all HS Performance Standards
Fiscal	Administrative Costs (below 15%)	Review grant application and budget reports for administrative cost.	Administrative expenses were well below the allowed 15%.
Fiscal	CACFP Audit Records	Shows reimbursement of food services	Funds were expended according to CACFP regulations
Fiscal	Program Plan	Review our operating processes to ensure compliance.	Plans were updated as needed.

d. Additional information used during Self-Assessment

The Head Start Program Performance Standards and the Abilene ISD Head Start/Early Head Start Program Service and Management Plans were reviewed as a part of all self-assessment activities. The data analysis took place in a variety of ways, including but not limited to, face to face interviews and review of information, through email correspondence and Zoom meetings. As a result of the Self-Assessment process, written program plans were revised as needed to assure that all the requirements within the Head Start Act and the Head Start Program Performance Standards were met with fidelity.

II. Key Insights

a. Strengths determined by Staff, Parents and Community members

The staff, parents and community members involved in this self-assessment process stated that Abilene ISD Head Start and Early Head Start programs are well-developed programs. All staff are highly qualified and the district's compensation plans and benefits are strong, comparing favorably to similar positons within the community. The program has a history of strong performance and excellent monitoring reviews. The program has focused on professional development activities designed to improve cognition and behavioral instructional strategies for staff, families and children experiencing social/emotional/trauma induced situations as well as low language. The programs also focused on adult-child interactions and the quality of instruction in all classrooms. Both programs are vested in mentor/coaching to support new and seasoned instructional staff. Classroom coaches provide feedback and high-quality resources to individual teachers in order to promote growth for teachers

and students on an ongoing basis. Investing in staff members is vital to the success of the program. Staff wellness opportunities are a continual practice the program provides support as well. These investments have resulted in strong school readiness outcomes for children and families. The Head Start program also holds a strong partnership with AISD. This partnership ensures quality services through disabilities, homelessness, human resources, fiscal management, health/nutrition, and safety.

b. Strengths determined by the Administration for Children and Families

From October 30, 2023, to November 1, 2023, a Focus Area One monitoring review was conducted within EHS/HS programs. The Office of Head Start deemed the programs compliant in the following:

- Process for monitoring performance and progress toward goals with informed improvement
- Structures and systems are designed to be responsive to community needs
- Supports collaboration across program staff, governing body, and policy council to facilitate effective program governance
- Supports effective program oversight and engagement with families and the community
- Defined approach for ongoing supervision, support, and responsibilities
- Effective teaching strategies with an environment that is responsive to children's needs
- Researched based data tools are used to support children's progress
- Practiced Based Coaching ensures quality teaching practices
- Appropriate safety practices and policies
- Ensures children become and remain up to date on medical and oral health care
- Engages families through open and responsive communication bases on strengths and needs
- Maintains community partners to meet the family's needs
- Establishes transparent, data-informed process to develop and maintains a budget that aligns with program goals
- Ensures only allowable coasts are charged to the Head Start award

All participants in the 2023-2024 Self-Assessment process confirmed the strengths listed above.

c. Systemic Issues

The Self-Assessment committee members didn't reveal any systemic issues indicating the lack of or failure of program-wide management systems, or within any individual program area.

d. Progress of the program in meeting its goals and objectives

The AISD's Early Head Start/Head Start program is in the second year of a five-year grant cycle. There is a historical trend of academic and social emotional progress toward meeting goals each year. The 2023-2024 year is no exception. Current data documents trends in the programs' successes in meeting

the needs of students and their families through strong and consistent programmatic and service delivery goals.

d. Progress toward Program and School Readiness goals

End of Year assessments and data analysis has been completed and analyzed. Patterns throughout the year, and EOY data analysis, reflect strong teaching/learning cycles, academic progress, and social/emotional successes among the vast majority of the student population.

Program Goal 1:

The AISD Head Start/Early Head Start Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness goals measured.

Expected Outcome(s):

- Typically developing students will transition from the program(s) demonstrating age-appropriate school readiness skills.

Progress/Outcomes:

- *Early Head Start uses Creative Curriculum to assess students. Assessment data includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. Based on Wave 3 information, EHS data indicated that the children met the goals expected of them in the following areas: Social Emotional 99.24%, Physical 97.69%, Language 91.67%, Cognitive 98.49%, Literacy 90.91%, and Math 96.43%. Gold assessment data indicates growth in all developmental areas and at all developmental levels expect Social/Emotional.*
- Head Start uses CLI Engage Progress Monitoring Tool to assess students' growth. Wave 3 data shows growth in all domains of the school readiness goals from the beginning to the end of the year. The percentages of growth are as follows: Cognition- 25%, Social/Emotional-13%, and Physical Development-18%. The end of year expected outcomes for Wave 3 were as follows: Cognition-85%, Social/Emotional -77%, and Physical Development-90%.

Challenges:

- Excessive absences with students and staff were a challenge.

Measurable Performance Objective 2:

- The percentage of Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.

- The percentage of Early Head Start parents indicating that they have the skills to support the social emotional needs of their children on the Family Strengths/Needs outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:

- *The Family Needs Assessment for Early Head Start showed the highest reported percentage of families EOY outcome per domain.*
    - *Family Well Being 41% (Thriving)*
    - *Parent-Child Relationships 44% (Self-Sufficient)*
    - *Families as Lifelong Educators 52% (Thriving)*
    - *Families as Learners 29% (Self-Sufficient)*
    - *Family Engagement in Transition 66% (Thriving)*
    - *Family Connection to Peers and Community 42% (Engaged)*
    - *Families as Advocates and Leaders 45% (Vulnerable)*
- The Family Needs Assessment for Head Start showed the highest reported percentage of families EOY outcome per domain.
    - Family Well Being 62% (Thriving)
    - Parent-Child Relationships 64% (Thriving)
    - Families as Lifelong Educators 39% (Engaged)
    - Families as Learners 40% (Thriving)
    - Family Engagement in Transition 76% (Thriving)
    - Family Connection to Peers and Community 45 % (Thriving)
    - Families as Advocates and Leaders 41% (Vulnerable)

Challenges:

Program Goal 2:

The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:

- *EHS classrooms were observed using ITERS-3, any staff member who scored below a 5 in any area were placed on a coaching plan and were supported in reaching their goals.*
- HS classrooms were coached regularly in behavioral and instructional practices based on their Classroom Needs Assessment. This needs assessment is aligned with CLASS as well as early childhood best practices.

Challenges:

- Staff attendance created a challenge for optimal progress on goals. Teacher turnover was high which created a greater need for more intensive coaching.

Measurable Performance Objective 2:

- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior, and attachment by 20% from the BOY to EOY assessments.
- Early Head Start students will initially demonstrate a 20% increase in social/emotional learning, self-regulation, and problem-solving skills from the BOY to EOY on the social emotional assessment eDECA.

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- *Early Head Start's eDECA scores showed infant students were determined to have a strength in all areas for social-emotional development. These areas include Total Protective Factor, Initiative, and Attachment/Relationships. The toddler students showed 100% in the typical range for Total Protective Factor, 100% in the typical range for Attachment/Relationship, 100% typical in Initiative, and 100% typical in Self-Regulation. These areas include Total Protective Factor, Initiative, and Attachment/Relationships. The toddler students showed 100% in the typical range for Total Protective Factor, 100% in the typical range for Attachment/Relationship, 100% typical in Initiative, and 100% typical in Self-Regulation.*
- Head Start end-of-year e-DECA data showed change and consistency across the areas evaluated. Growth was seen in Total Protective Factors and Attachment and Relationships as they improved from 12% to 9% and from 14% to 9%, representing a 3% and 5% decline. While Initiative improved the number of students progressing from typically developing to strong, needs stayed constant at 11% from mid-year to end-of-year. Behavioral Concerns at the end-of-year mirrored the beginning of the year exactly at 78% typical and 22% need. Self-Regulation was the only category that increased in need from mid-year, rising from 13% to 14%.

Challenges:

- Students, families, and staff are experiencing greater stressors and social/emotional challenges in the home and school settings. Expected social/emotional growth may be slow due to these challenges.

Program Goal 3:

The AISD Head Start/Early Head Start Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

Measurable Performance Objective 1:

- Head Start/Early Head Start will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s):

- Children and families will be connected to and receive community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- Head Start and Early Head Start maintained over 70 community partnerships throughout the year. Trainings were held throughout the year which increased networking opportunities for staff and provided information for our families.

Challenges:

Measurable Performance Objective 2:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- HS/EHS BOY Health Service Advisory Meeting was November 9, 2024 and the Community Service Advisory was held October 4, 2023.
- HS/EHS EOY Health & Community Service Advisory Committee was held April 25,2024.
- EHS Master Family Advocates attend the Community BASIC NEEDS Network Meeting held quarterly.
- HS Master Family Advocates attend Champions for Children.

Challenges:

Program Goal 4:

AISD Head Start/Early Head Start Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:

- Technology training was provided on the following topics throughout the third wave; Crisis Go, Phish Alert, e-DECA, CLI, Eduphoria, Cyber Security, Frontline, and Care Solace.
- Technology support was provided as needed from campus Tech Liaisons.

Challenges:

Measurable Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of $45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:

- The Head Start/Early Head Start Program staff implement developmentally appropriate learning experiences with technology.

Challenges:

- Ensuring staff and students spend the appropriate amount of time using screens.

Measurable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents, and staff.

Expected Outcome(s):

- Students, parents, and staff will be able to teach and learn in safe environments.

Progress/Outcomes:

- Early Head Start /Head Start have support from Abilene Independent School District's Director of School Safety and Security.
- The program provides students, parents, and staff a safe environment by using cameras on the interior and exterior of the buildings.
- All exterior doors and gates always remain locked. All interior doors remain locked during instruction time. Door sweeps are done weekly.
- All visitors check in at the front door through the Raptor system.
- Crisis Go is utilized for monthly safety drills and communication during drills.
- HS/EHS continue to utilize all safety and security protocols to keep everyone on campus safe.
- HS/EHS Early Childhood Facilities and Operations Manager continue to attend monthly District Safety meetings.

Challenges:

Measurable Performance Objective 4:

- The Head Start/Early Head Start Programs will utilize technology to complete data checkpoints and aggregate/disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- *EHS Education aggregated and disaggregated school readiness data three times a year using the researched based Teaching Strategies GOLD online assessment system to generate data points. This data was used by teachers to inform instruction and plan for individualization. The data indicated that EHS continued to show growth in all domains of the Widely Health Expectations, showing students are meeting their growth outcomes in all areas of development. The area of Social/Emotional with 99.24% was the greatest growth. The lowest growth was seen in the area of Math with 90.15% towards Widely Held Expectations.*
- HS Education aggregated and disaggregated school readiness data three times a year using the online CLI Engage Progress Monitoring Tool to generate data points. This data was used by teachers to inform instruction and plan for individualization. The highest percentage of growth was seen in Onset-Rime, under the Language and Literacy Domain with 72% increase from BOY to EOY. Speech Production & Skills had the highest percentage towards the expected outcome with 119%. The area with continued need for improvement was in Letter Sound Correspondence with a 43% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in Go Engage.

Challenges:

- Staff retention plays a role in students learning and growth.

Program Goal 5:

AISD Head Start/Early Head Start Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measurable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment, and effective teaching practices by providing practice-based coaching to classroom staff 1 to four times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS & EHS complete a Needs Assessment at the beginning of the year. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through a collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching goals.

Challenges:

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment for all students at the time of hire or within 120 days of hire.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Head Start/Early Head Start Program.

Progress/Outcomes:

- *All new Early Head Start teachers complete a 12-week coaching program as well as Child Care Regulations Orientation.*
- All HS teaching staff are qualified through the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. All paraprofessionals working as instructional assistants hold Child Development Associate certifications. Ongoing CLASS and Conscious Discipline trainings take place throughout the year for all staff. New teachers received Conscious Discipline, CIRCLE and CLASS training during their bimonthly Mentor Mondays.
- All HS classroom assistants have the appropriate degree and/or a CDA.

Challenges:

- Staff retention proves to be a challenge to progress**.**

V. Recommendations

a. Areas for Program Improvement

No compliance issues were identified. Areas for program improvement were identified for the areas of ERSEA, Transition, Health Program Services, Mental Health, Safety Practices, and Family and Community Engagement.

b. Program Improvement Plans

Performance Std.	Proposed Corrective Action or Improvement Plan	Person Responsible	Time Frame for Completion
1302.16 (a) 2 (ii) Attendance	*Children with perfect attendance for the month will receive a book.*	*EHS Master Family Advocate*	*8/1/24*
1302.16 (a) 1 Attendance	*Write a Tardy Policy*	*EHS Program Director, ERSEA Specialist*	*8/1/24*
1302.16 (a) 2 (iv) Attendance	*Develop appropriate strategies to improve individuals' attendance that are at risk of missing ten percent of program days.*	*EHS Program Director, ERSEA Specialist, Master Family Advocates*	*8/1/24*

1302.31 (b)(1)(iv) Teaching and the learning environment	Continue to improve developmentally appropriate teaching practices to enhance individualized learning experiences.	Director, Assistant Director, ECD Coordinator	August 2024 - June 2025
1302.34 (a) Parent & family engagement in education & child development services	To support parents as lifelong educators, EHS will send home children's books at least 3 times per year.	Director Assistant Director ECD Coordinators.	August 2024 to June 2025
1302.45(a)(1) Wellness Promotion	Continue to refine and improve supports for effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns	HS Mental Health Coordinator(s)	August 2024 - June 2025
1302.45(b)(5) Mental Health Consultants	Informing more staff and families about access to Care Solace. (*Continue to utilize Care Solace for both parents and staff as needed).*	EHS mental health coordinator	August 2024- June 2025
1302.45 (a)(4) Wellness Promotion	Build community partnerships to facilitate access to additional mental health resources and services, as needed.	EHS mental health coordinator	August 2024- June 2025
1302.47(b)(9) Safety Practices	Updated Covid-19 mitigation protocol	Administration	Completed before the HSAC spring meeting 4/25/24
1302.42(c)(3) 1302.43 Child Health Status & Care	Due to toothbrush sanitizers not being available for purchase at this time, we will increase the frequency of replacing toothbrushes to every month. Individual toothbrushes will be replaced after an illness (strep, flu, covid, etc.). Toothbrush holders and covers for storage will be replaced yearly or as needed.	Health Coordinator Clinic staff Teachers	Beginning of school year Monthly Ongoing
1302.47(b)4(i)C Safety Practices	Due to the continued care of children and based on their age, once a clinic has a care plan in place for a child, it will be effective throughout the duration attending EHS/HS per School Physician. Care plans will be discussed by parent/guardian and nurses at the beginning of every year for any changes, if changes- then a new care plan will be submitted to the pediatrician.	Clinic Staff Health Coordinator	Beginning of year Ongoing

1302.93 Staff Health & Wellness	Staff Wellness monies will be used to support campus culture and climate as well as staff's individual needs.	Leadership	August 24-May 2025
1302.47(b)(1)(vi) Safety Practices	Add First Aid Kits on each Playground	Operations and Nurses	Completed
1302.61 (a) (a) Additional services for children with disabilities.	HS-Bi-monthly staff meetings to address classroom needs and activities.	Disabilities Coordinator	On going
1302.34(b)(3) Parent & Family Engagement in Education 1302.71(b) Transitions from Head Start to kindergarten	Individual Transition Plan and Parent Contact 4 (2nd conference) combined so the parent has all the information on form.	Amanda Johnson	September 2024
1302.71(c)(2)(ii)(iii) Transitions from Head Start to kindergarten	Plan Coordinator visits to various Kindergarten settings within the district to gain a better understanding of the next learning environment including various Special Education and Behavior settings.	Amanda Johnson Julie Wilson	September 2024 - March 2025
HS Act 75.303(a) Fiscal	Develop Requisition Flow Chart	Sunne Schaake Suzy Vega	June 2024

VI. Self-Assessment Participants:

Member Name	Member Role (Staff, Parent, Community, Board)	Activity
Julie Wilson	Staff, Director of AISD Early Childhood Programs	Review documents, Answer interview questions, Review Protocol, Interview Community Members
Jana Nicole Churchill	Staff, Head Start Assistant Director	Review Protocol, Review documents, Review of CAN; Reviewed Toothbrushing requirements and process, survey completed

Chris Krause	*Staff, Early Head Start Program Director*	*Review documents, Answer interview questions, Review Protocol, Interview Community Members*
Melanie Facundo	Staff, Early Head Start Assistant Director	Review documents
Dusty Fahey	*Master Family Advocate*	*Review of enrollment; Review documents, Ensuring that family style meal is being provided at CEHS; Transportation Self-assessment report review*
Tammy Jones	Master Family Advocate/ERSEA Coord; Head Start Transition Coordinator	Reviewed enrollment; Survey creation, data collection, community, and program collaboration
Whendy Lee	*ERSEA Coordinator*	*Reviewed enrollment; Survey creation, data collection, community, and program collaboration*
Cindy Morris	Community Member	Review of attendance
Mallory Sinquefield	ACU Intern	Review of enrollment; Family Strength & Needs Assessment
Kelly Harris	Staff, EHS Education Specialist	Review documents for Admin, Interviews
Jenny Putnam	Former Head Start Director	Review documents for PMQI, Interviews
Amanda Johnson	ECD Coordinator; Head Start Transition Coordinator	HS Self-Assessment Leader Reviewed Tracking Documents
Kasie Kidd	ECD Coordinator; Head Start Transition Coordinator	HS Self-Assessment Leader Reviewed Tracking Documents
Shannon Baker	Head Start Teacher	Teacher Interview: Planning, Coaching & Kindergarten Readiness Reviewed Program Practices
Courtni Flores	Head Start Teacher	Teacher Interview: Planning, Coaching & Kindergarten Readiness Reviewed Program Practices
Kimberly Bruton	Head Start Teacher	Staff Wellness

Caitlin Miller	Head Start Teacher	Staff Wellness
Santana Gonzales	Parent	Reviewed documents for Admin
Laura Martinez	EHS Campus Secretary	Reviewed documents for PMQI
Jana Oates	Former AISD Classroom Teacher	Reviewed School Readiness Plan and data analysis
Dr. David Polnick	Former AISD Superintendent	Reviewed School Readiness Plan and data analysis
Danielle King	Academic Coach	Classroom Coaches Interview: Practice Based Coaching Plan; Reviewed Individual Transition Plan, Parent Contact #4
Katelin Waldrum	Academic Coach	Classroom Coaches Interview: Practice Based Coaching Plan
Denise Rister	*Education Coach/Coordinator*	*EHS Self-Assessment Leader; Reviewed documents*
Kelly Harris	*Education Specialist*	*EHS Self-Assessment Leader; Review documents for PMQI*
Alyssa Hernandez	*EHS Parent*	*Interview: Education Coach/Coordinator: Staff Qualifications and PBC Plan*
Alicia Sherrill	*Texas Rising Star Coach*	*Reviewed: Transition Document*
Samantha Mayorga	*EHS Teacher*	*Reviewed: Screening and Assessment Tools*
Lorena Maldonado	*EHS Teacher*	*Interviewed: Teaching Strategies and Learning Environments.*
Melanie Adkins	*EHS Operations Manager*	*Interview: Outdoor Learning Environments and Playground Safety; Reviewed documents; Transportation & Safety - Completed the SA process and report*
Mackenzie Garcia	*EHS Parent*	*Parent interview: School Readiness Plan and Home/ School Communication*
Tasia Cummings	*Teacher*	*Teacher Interview: Classroom monitoring tools*

Alicia Sherrill	*Mentor Teacher*	*Teacher Interview: Data and Assessment tools.*
Kori Stewart	Head Start Mental Health Coordinator	Reviewed the Mental Health Plan to ensure program compliance on all regulations are met in the area of mental health and MH Coordinator Job Description.
Kelli Jowers	*Early Head Start Mental Health & Disabilities Coordinator*	
Casandraann Casarez	HS Parent	Reviewed Suspension & Expulsion Policy; Reviewed Program Practices
Rebecca Jones	Behavior/Conscious Discipline Coach	Reviewed Coaching Process, Areas of Improvement, and Support Needed
Andreana Tonche	Head Start Mental Health Assistant	Reviewed MH Service Tracking sheet and 20 student files on GoEngage. Review implementation of the policies for Confidentiality, Bullying, and Child Abuse Reporting.
April Slabaugh	Head Start Mental Health Assistant	
Ashley Pruet	HS Teacher	Reviewed Student Support Team Processes: Referral, Procedures, Plan, Flow Chart
Melisha Barnhill	EHS Mentor Teacher	Reviewed collaborative partnerships, self-assessment questions and input on improvement, program improvement plan, biting policy, exclusion policy; reviewed PMQI docs
Destini Delacruz	EHS teacher	Reviewed collaborative partnerships, self-assessment questions and input on improvement, program improvement plan, biting policy, exclusion policy; *Reviewed the EHS/ECI Partnership, Program Improvement Plan*
Jodee Rideout	ECI speech therapist	ECI referral process
Julie Bibb	Head Start Safety/Facilities/ Transportation Coordinator	HS- Staff Completed the Process and Report

Karen Hernandez	EHS Health Coordinator	EHS/HS Self- Assessment Leader; Reviewed Health Plans to ensure program compliance on all regulations are met; conducted surveys, interviews, and data collection
Julie Hay	HS Health and Nutrition Coordinator	EHS/HS Self- Assessment Leader; Reviewed Health Plans to ensure program compliance on all regulations are met; conducted surveys, interviews, and data collection
Kayce Vega	Staff	Interviewed staff members trained on periodicity and tracking system used, and oral care practices.
Aubri Ward	HSAC member, previous Health Coordinator for Head Start	Reviewed COVID mitigation policy, completed survey on HSAC
Christy Alcantar	Parent of HS student and Head Start Staff member	Discussed tracking systems in place at Head Start and documentation supporting referrals and reminders. Surrey completed on process
Breanna McClain	Head Start parent	Informed of self-assessment process, survey completed
Keith Owen	Policy Council President	Informed of self-assessment process, survey completed, Discussed upcoming HSAC; Reviewed documents for admin; Interview & survey for FCE; Transition
Jasmine Flores	*Early Head Start Staff; former Prenatal Program Parent*	*Prenatal Interview* Participant; Discussed children's charts and tracking process
Alexandria Salas	EHS Staff	Interviewed staff members trained on periodicity and tracking system used, and oral care practices.

Anita Taylor	EHS Staff	Discussed tracking system and oral care and health care schedule for students
Sierra Campbell	Head Start Parent	Completed survey for Health Services
Shiloh Bibb	AISD Diagnostician	Reviewed Disabilities Plan
Samantha Abila	Disabilities Coordinator	Disabilities Self-Assessment Leader, reviewed Disabilities Service Plans, reviewed tracking documents, review cognitive/social emotion procedures/polices and internal referral processes
Krista Gonzalez	AISD HS Inclusion Teacher	Reviewed Disability Plan
Ralph Hatcher	Policy Council Member	Reviewed safety practices of entrances
Mindy Cheatham, LBSW	*EHS staff; Prenatal master family advocate*	*Self-Assessment Team Leader: Prenatal Services Reviewed Protocol information on EHS Prenatal Services to ensure accuracy*
Zoey Pruitt	*Master Family Advocate; Assistant Midwife*	*Interviewed Prenatal Staff*
Laura Sensing, RN	*Community Member; Former Hendrick Prenatal Clinic Nurse*	*Interviewed Prenatal Staff & Reviewed EHS Prenatal Curriculum*
Charmin Brooks, LVN	*EHS LVN Former OB/GYN nurse*	*Interviewed Prenatal Staff*
Estrella Olivarez	*EHS Staff; Former Prenatal Program Parent*	*Interview Participant*
Melanie Adkins	*Early Head Start Operations-Safety-Transportation - Coordinator*	*Early Head Start Staff-Completed the Process and Report*
Melissa Martinez	Family& Community Engagement Coordinator	Survey creation, data collection, community, and program collaboration
Shelly Parson, LBSW	*Family& Community Engagement Coordinator & Transition Coordinator*	*EHS Self-Assessment Leader, Survey creation, data collection, community, and program collaboration; Interviewed Prenatal Staff*

Thomas Stoneroad	HS Teacher	Reviewed Individual Transition Plan, Parent Contact #4
Roger Millender	AISD Transportation Student Service Manager	Bus Driver Training
Maribel Gonzalez	AISD HR Department	Bus Driver Hire Dates and Background Check Dates
Andrew Blessing	Long ELC Assistant Principal	Work Orders
Cathy Young	Retired Head Start Academic Coach	Classroom Safety Check
Liz Segura	Former Head Start Parent	Classroom Safety Check
Christy Alcantar	Head Start Parent	Playground Safety Check
Michele James	Head Start Behavior Coach	Playground Safety Check
Liz Chellette	Head Start Family Services	Bus Safety Check
Christina Vasquez	Policy Council Member	Bus Safety Check
Emily Wilson	Community Member	Reviewed Self-Assessment Report
Julie Bibb	Head Start Safety-Facilities-Transportation Coordinator	Head Start Staff-Completed the Process and Report
Cody Musick	*EHS Bus Driver*	*Playground Checklist*
Andy Caranza	*EHS Bus Driver*	*Classroom Checklist*
Estrella Olivarez	*EHS Parent*	*On-Board Bus Safety*
Kylie Day	*EHS Teacher*	*On-Board Bus Safety*
Sunne Schaake	HS Fiscal Manager	Gathered/Presented Documents for Review, Complete Self-Assessment
Suzy Vega	*EHS Fiscal Manager*	*Gathered/Presented Documents for Review, Complete Self-Assessment*
Jennifer Hinds	AISD Director of Accounting	Interviewed Fiscal Staff, Reviewed Documents
Tonya Carrigan	AISD Special Programs Accountant	Interviewed Fiscal Staff, Reviewed Documents

Summary Report Completed by: Julie Wilson, Director for AISD's Early Childhood Programs

Abilene ISD's Early Head Start and Head Start

Goals, Objectives, and Action Plan
FY 2023-2024

The Abilene ISD's Early Childhood Program has many strengths including strong community partnerships and tenured employees who have extensive experience with Early Head Start and Head Start children and families. The programs also have a long history of high performance and excellent on-site reviews with the most recent being a CLASS (Class Assessment Scoring System) onsite review December 2-6, 2019, and a Focus Area Two (FA2) monitoring review January 27-31, 2020. In October 2023, the program participated in a Focus Area One (FA1) monitoring review and was fully compliant on all Performance Standards.

The AISD's Early Childhood Program's Annual Self-Assessment was completed during the spring of 2023 and approved by the Policy Council in August of 2023. Data analyzed from staff, community members and families revealed there were no non-compliance issues. Data from both programs indicated that all learners demonstrated growth in all school readiness goals. The area for continual instructional growth and training in Head Start was found in the Language and Literacy area. The programs determined that mentor coaches and staff development training would, over time, strengthen staff's abilities to teach children needed skills. Parental involvement and development of parenting skills were also noted areas for growth.

The Community Assessment, discussed and approved by the Policy Council on November 14, 2023, revealed a growing trend from parents expressing significant needs in a wide range of areas including knowledge of community resources and childcare. Data collected through the Community Assessment also revealed that children need strong academic, social, and emotional skill development.

Based on data collected, analyzed, and disaggregated, AISD Early Childhood leadership team determined that the following goals, objectives, and action steps would be used to strengthen the teaching and learning processes. The goals and objectives were reviewed and approved by the Policy Council on December 19, 2023.

Goal 1: Early Childhood Program will use the Head Start Early Learning Outcomes Framework to ensure all children receive quality comprehensive services, integrated across all program areas.

Measurable Performance Objective 1:

- Children's outcome data, from the beginning of the year to the end of the year, will demonstrate an average of 15% increase in cognitive, social/emotional, and physical development skills based on the school readiness plan.
- Early Head Start child's outcome data is determined where children are developmentally through the use of the GOLD assessment tool that compares their progress to other children in their age group nationwide. This assessment determines where they are within widely held expectations. Children will demonstrate skills in social/emotional, physical, language, cognitive, literacy, and math within the upper 75% as compared to other children in their age group nationwide.

Expected Outcome(s):

- Typically developing students will transition from the program(s), demonstrating age-appropriate school readiness skills.

Progress/Outcomes:

- BOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-60%, Social/Emotional-64%, and Physical Development-72%.
- MOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-74, Social/Emotional-73%, and Physical Development-84%.
- *BOY data taken from EHS Teaching Strategies GOLD showed the following percent toward the end of the year expected outcome: Social/Emotional 93.69%, Physical 97.33%, Language 86.02% , Cognitive 95.58% , Literacy 91.45% , Math 83.21%*
- *MOY as of January 29, 2024 data taken from EHS Teaching Strategies GOLD showed the following percent toward the end of year expected outcome: Social/Emotional 92.24,, Physical 100%, Language 91.45% Cognitive 98.27% Literacy 92.24%, and Math 96.43%. There was growth in all areas except Social/Emotional.*
- *EHS EOY, as of April 26, 2024 data taken from the EHS Teaching Strategies GOLD assessment showed the following percent toward the end of year expected outcome: Social/Emotional 99.24, Physical 97.69, Language 91.67, Cognitive 98.49, Literacy 90.91, and Math 90.15. The program is meeting all expected growth outcomes in all developmental domains.*
- EOY data taken from HS CLI Engage Progress Monitoring Tool showed the following percent toward the end of the year expected outcome: Cognition-85%, Social/Emotional-77% and Physical Development-90%. Growth was made in all developmental domains.

Challenges: *We are seeing more children needing ECI services especially in the area of Language.*

- *EHS staff turnover, excessive absences, and a shortage of experienced staff has created a challenge when it comes to training and coaching staff who are teaching infants and toddlers.*
- *Staff turnover continues to be a challenge especially when it comes to coaching staff in Social/Emotional learning for infants and toddlers.*
- HS - 14% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- HS - 17.6% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- *Having so many new teachers, and assuring accurate data for our child assessments was a challenge.*

Measurable Performance Objective 2:

- The percentage of Early Head Start/Head Start parents indicating that they have the skills to support the needs of their children on the Family Strengths/Needs Outcomes data will increase by 10% from the beginning of the year to the end of the year.

Expected Outcome(s):

- Parents will indicate they have gained additional skills to support the needs of their children.

Progress/Outcomes:

- *The Family Needs Assessment for Early Head Start showed the highest reported percentage of families BOY outcome per domain:*
    - *Family Well Being 42% (Thriving).*
    - *Parent-Child Relationships 34% (Thriving)*
    - *Families as Lifelong Educators 65% (Emerging)*
    - *Families as Learners 31% (Thriving)*
    - *Family Engagement in Transition 52%(Thriving)*
    - *Family Connection to Peers and Community 32%(Thriving)*
    - *Families as Advocates and Leaders 41% (Vulnerable)*
- *As of January 29, 2024 the Family Needs Assessment for Early Head Start showed the highest reported percentage of families MOY outcome per domain:*
    - *Family Well Being 41% (Thriving).*
    - *Parent-Child Relationships 32% (Thriving)*
    - *Families as Lifelong Educators 35% (Engaged)*
    - *Families as Learners 26% (Self Sufficient)*
    - *Family Engagement in Transition 59%(Thriving)*
    - *Family Connection to Peers and Community 39%(Engaged)*
    - *Families as Advocates and Leaders 43% (Vulnerable)*
- *The Family Needs Assessment for Early Head Start showed the highest reported percentage of families EOY outcome per domain.*
    - *Family Well Being 41% (Thriving).*
    - *Parent-Child Relationships 44% (Self Sufficient)*
    - *Families as Lifelong Educators 52% (Thriving)*
    - *Families as Learners 29% (Self Sufficient)*
    - *Family Engagement in Transition 66%(Thriving)*
    - *Family Connection to Peers and Community 42%(Engaged)*
    - *Families as Advocates and Leaders 45% (Vulnerable)*

- The Family Needs Assessment for Head Start showed the highest reported percentage of families BOY outcome per domain.
    - Family Well Being 63% (Thriving)
    - Parent-Child Relationships 61% (Thriving)
    - Families as Lifelong Educators 71% (Emerging)
    - Families as Learners 41% (Thriving)
    - Family Engagement in Transition 73% (Thriving)
    - Family Connection to Peers and Community 46% (Thriving)
    - Families as Advocates and Leaders 45% (Vulnerable)
- The Family Needs Assessment for Head Start showed the highest reported percentage of families MOY outcome per domain.
    - Family Well Being 61% (Thriving)
    - Parent-Child Relationships 61% (Thriving)
    - Families as Lifelong Educators 53% (Engaged)
    - Families as Learners 39% (Thriving)
    - Family Engagement in Transition 73% (Thriving)
    - Family Connection to Peers and Community 44% (Thriving)
    - Families as Advocates and Leaders 40% (Vulnerable)
- The Family Needs Assessment for Head Start showed the highest reported percentage of families MOY outcome per domain.
    - Family Well Being 62% (Thriving)
    - Parent-Child Relationships 64% (Thriving)

- Families as Lifelong Educators 39% (Engaged)
- Families as Learners 40% (Thriving)
- Family Engagement in Transition 76% (Thriving)
- Family Connection to Peers and Community 45% (Thriving)
- Families as Advocates and Leaders 41% (Vulnerable)

Challenges:

Goal 2: The AISD Early Childhood Program will create and maintain a positive classroom environment that strengthens social/emotional, communication, and problem-solving skills for children and staff.

Measurable Performance Objective 1:

- Through staff development and coaching, Head Start instructional staff will obtain an average Emotional Support domain score on CLASS observation of at least 6.0, as demonstrated through formal/informal observations and assessment data.
- Through staff development and coaching, Early Head Start instructional staff will demonstrate an average score on ITERS-3 of at least 5.0.

Expected Outcome(s):

- Staff outcomes data will demonstrate competency in social/emotional, self-regulation, and problem-solving skills. Increased staff competency will result in improved classroom instruction and support students' progress toward school readiness goals.

Progress/Outcomes:

- HS Mental Health Coordinators complete a Mental Health Observation in each classroom twice yearly. As of October 20. 2023, all classrooms have been observed and any social-emotional concerns have been addressed.
- HS Mental Health Coordinators initiated the second round of Mental Health Observations on January 29, 2024 in support of positive classroom climates. Mental Health Observations are ongoing, and any social-emotional concerns will be noted and attended to in collaboration with the classroom teacher.
- HS Mental Health Coordinators have completed both Fall and Spring Observations. Strength and growth areas were identified and discussed in Fall And Spring Staffing to give teachers insight into enhancing classroom environments. Mental Health Coordinators and Behavior Coaches working closely with teachers and utilizing observation information has positively influenced e-DECA scores for the year.
- HS classrooms will continue to set goals with academic coaches that align with the CLASS tool. They will receive feedback to gain a deeper understanding of how adult interactions impact learning.
- HS classrooms continue to receive Behavioral/Conscious Discipline coaching. Behavioral/Social-Emotional goals are set, and the coaches monitor progress through observation and follow-up. Teachers can be coached on a weekly, bi-weekly, and monthly basis.
- Many newer teachers have progressed from weekly to bi-weekly coaching, suggesting that the implementation of coaching strategies has been successful.
- *EHS BOY Classrooms will be observed using the Infant Toddler Environmental Ratings Scale (ITERS-3) in the fall semester before the Christmas break, they will receive feedback to gain a deeper understanding of responsive caregiving.*
- *As of January 29, 2024 EHS MOY classroom ITERS-3 observations have been completed. All teachers had an average score of 5 or above. In the process we found teachers that need coaching in specific performance areas.*
- *EHS EOY, As of April 26, 2024 all classrooms have had a fall and spring ITERS-3 observation. All teachers were above an average of 5 except for four teachers who were below the standard average of 5. In the areas they fell below the standard we set goals and action plans, as of April 26, 2024 these four teachers have completed these goals and are above an average of a 5 in the ITERS-3 rating scale.*
- *EHS/HS Mental Health Coordinators complete a mental health observation in each classroom two times yearly. Any environmental or social-emotional concerns are discussed with the classroom teacher. EHS has completed 11 out of 17 classrooms with no classrooms showing concerns at this time.*

- *As of January 29, 2024, EHS has completed one observation in each classroom and there were no environmental or mental health concerns at this time. One more observation will be completed before the end of the school year.*

Challenges:

- HS - 14% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- HS - 17.6% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- Staff absences and substitute shortages impact the Coach's ability to engage in consistent and intentional mentoring.
- *Early Head Start has many new hires this year which has significantly increased coaching and training needs campus wide.*
- *Staff turnover has continued to be a challenge for Practice-Based Coaching.*
- *Having new teachers in need of support to bring their ITERS-3 observations scores above a 5 was a challenge.*

<u>Measurable Performance Objective 2</u>:

- Through the implementation of a social/emotional curriculum, Head Start students' initially demonstrating social emotional needs on eDECA will show an increase in total protective factor, self-regulation, initiative, behavior and attachment by 10% from the BOY to EOY assessments.
- eDECA definitions:
  - ✔ Self-regulation: being able to manage/regulate emotions
  - ✔ Attachment: healthy bond with caregivers
  - ✔ Initiative: independent care
  - ✔ Behavior: ability to function appropriately in any/all settings
  - ✔ Total Protective Factor: resiliency
- Early Head Start students initially demonstrating social emotional needs on e-DECA will demonstrate a 10% increase in initiative, attachment and self-regulation skills from the BOY to EOY.
- eDECA definitions:
  - ✔ Self-regulation: being able to manage/regulate emotions
  - ✔ Attachment: healthy bond with caregivers
  - ✔ Initiative: independent care
  - ✔ Behavior: ability to function appropriately in any/all settings
  - ✔ Total Protective Factor: resiliency

Expected Outcome(s):

- Student outcomes data will demonstrate an increase in age appropriate social/emotional, self-regulation, and problem-solving skills.

Progress/Outcomes:

- HS/EHS Every student is evaluated using the e-DECA Social Emotional Assessment within 45 days of enrollment. Beginning of year e-DECA data demonstrated the following percentages of need across the factors measured:
  - Total Protective Factors - 27%
  - Initiative:- 25%
  - Self-Regulation - 20%
  - Attachment & Relationships - 26%
  - Behavior Concerns - 22%
- HS/EHS administers the e-DECA pretest within the first 45 days of each child's enrollment.
- MOY data demonstrated a decrease in need in all five e-DECA categories. Total Protective Factors saw the greatest decline in need from 27% to 12%, signifying a 15% change. Initiative fell from 15% to 11%, a 14% reduction, and the second most significant decline. Attachment & Relationships followed closely with a 13% drop, lowering from 26% to 13%. Self-Regulation

and Behavioral Concerns also indicated growth, with needs falling from 20% to 13% and 22% to 17% respectively.

- As of April 26, 2024, end-of-year e-DECA data showed change and consistency across the areas evaluated. Growth was seen in Total Protective Factors and Attachment and Relationships as they improved from 12% to 9% and from 14% to 9%, representing a 3% and 5% decline. While Initiative improved the number of students progressing from typically developing to strong, needs stayed constant at 11% from mid-year to end-of-year. Behavioral Concerns at the end-of-year mirrored the beginning of the year exactly at 78% typical and 22% need. Self-Regulation was the only category that increased in need from mid-year, rising from 13% to 14%. This slight escalation illustrates that while most social-emotional coaching and instruction have been effective, the need to continue to work intensively on self-regulation skills throughout the year is critical.
- *As of October 30th, 2023, EHS infant students were determined to have a 2% need for growth in the total protective factor, 2% have a need in initiative, and 15% have a need in attachment/relationships. EHS toddler students were determined to have a 6% need for growth in the total protective factor, 4% have a need in initiative, 4% have a need in attachment/relationships and 10% have a need in self-regulation.*
- *MOY data indicated a decline in need in four out of five e-DECA categories. As of January 29, 2024,out of the students requiring rescreening demonstrated a need for growth in Total Protective Factors, 33% in Initiative, 67% in Self-Regulation, 14% in Attachment/Relationships, and 17% in Behavioral Concerns*.
- *EOY as of April 26, 2024, EHS infant students were determined to have a strength in all areas for social-emotional development. These areas include Total Protective Factor, Initiative, and Attachment/Relationships . The toddler students showed 100% in the typical range for Total Protective Factor, 100% in the typical range for Attachment/Relationship, 100% typical in Initiative, and 100% typical in Self-Regulation.*

Challenges:

- A significant number of new employees hired with little or no experience and/or training in Conscious Discipline or related social-emotional curriculums/programs.
- Excessive staff absences make coaching with fidelity challenging.
- HS - 14% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.
- HS - 17.6% of the students have excessive attendance issues meaning they have missed 15% or more of the school year.

Goal 3: The AISD Early Childhood Program will engage with the community to provide comprehensive services needed by children and families to promote School Readiness.

<u>Measurable Performance Objective 1</u>:

- Head Start/Early Childhood will secure and maintain a minimum of 70 partnerships with community resources, enhancing service delivery to families.

Expected Outcome(s): Children and families will be connected to community services needed for self-sufficiency and to be school ready.

Progress/Outcomes:

- HS/EHS BOY Health connects to school readiness long before a child enters school starting at prenatals with an oral appointment. Healthy development continues to support learning throughout childhood and later life. Physical, cognitive, social, and emotional development are all essential ingredients of school readiness. We have 9 Health Agreements in place with community partners to ensure that each child has the resource to have medical care that is essential for School readiness. In the fall an updated resource list has been given to families to ensure they have the resources they may be in need of.
- As of October 27, 2023, EHS/HS is maintaining and updating community partnerships. The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS hosts a Community Services Advisory Committee luncheon twice a year to network and allow agencies to hear program updates, as well as share updates regarding agency services. Fall Community Service Advisory Luncheon was held October 4, 2023. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.
- HS/EHS is continuing to maintain and update community partnerships. The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS hosts a Community Services Advisory Committee luncheon twice a year to network and allow agencies to hear program updates, as well as share updates regarding agency services. A Spring Community Service Advisory is scheduled for March 20. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.
- *EHS EOY, As of April continues to onboard prenatals and do monthly follow ups with a family advocate. Communication is key when a baby arrives so that a RN can do a visit to check on the family and discuss health and safety. At this time, any community services that family may be in need will be obtained through a resource list and assistance on scheduling if needed.*
- The program continues to utilize community partners, as a referral source for families, as well as provide opportunities for partners to participate in HS/EHS campus events, including staff training and parent engagement activities. HS/EHS held a Community/Health Services Advisory on April 25, and community partners share updates regarding agency services. Family Advocates also participate in the community Basic Needs Network which hosts quarterly meetings. The Abilene community continues to be strong supporters and advocates for growing self sufficiency in our Head Start and Early Head Start families.

Challenges:

- Partnerships are being streamlined for a more consistent format in all areas and the district approval process requires more time for review of each partnership.

<u>Measurable Performance Objective 2</u>:

- Head Start/Early Head Start will increase engagement with community partners/agencies by providing training opportunities at a minimum of 3 times per year for staff and/or community members.

Expected Outcome(s):

- Staff and community partners will have a deeper understanding of family needs and the services available to address those needs.

Progress/Outcomes:

- HS/EHS BOY Health Service Advisory Meeting scheduled for November 9, 2023.
- HS/EHS BOY Community Service Advisory was held October 4, 2023.
- HS/EHS MOY Health Service Advisory Meeting was a success of having 31 Attendees
- HS/EHS MOY HSAC meeting scheduled for Apr 25, 2024
- **HS/EHS EOY Community Service Advisory Committee was held April 25,2024.**
- **EHS Master Family Advocates attend the Community BASIC NEEDS Network Meeting held quarterly.**

Challenges:

Goal 4: AISD Early Childhood Program will fully integrate technology for the purpose of high student and family engagement, academic success, and safety.

Measurable Performance Objective 1:

- Head Start/Early Head Start will increase staff knowledge through professional development related to technology utilized in the program by providing a minimum of 5 trainings per year.

Expected Outcome(s):

- Staff will be proficient in the use of technology needed to complete job-related responsibilities.

Progress/Outcomes:

- Head Start/*Early Head Start* has support from the Abilene Independent School District's technology resources. There are two district appointed Tech Liaisons on the HS campus who provide training opportunities for HS/EHS staff and technology support for HS/EHS. Throughout the year, the Tech Liaisons and the Instructional Coordinators provide ongoing training to ensure proficiency with instructional technology. As of October 28, 2023, the following training have been offered: August Required Training Days both campuses provided training on; BOY Technology, Cyber Security, Frontline & Eduphoria, and training on student assessment computer programs. *EHS also provided training on time clock management; entering absences and appropriate work hours monitoring to prevent overtime.*
- HS/*EHS* provide training and devices for each classroom to enhance GoEngage data collection, training opportunities and communication with parents.
- AISD technology provides training to support program initiatives.
- HS/*EHS* participated in virtual training for professional development.
- *As of January 29, 2024, EHS has participated in the required minimum of five trainings and continues to offer technology training to include: CRISIS GO Review, Phish Alert, and Care Solace Training.*
- HS/EHS continue to be supported by Abilene ISD's technology resources. The minimum of 5 training per year has been accomplished. Both programs continue to support staff with technology needs to complete job related responsibilities.

Challenges:

Measurable Performance Objective 2:

- The Head Start/Early Head Start Program will increase opportunities for children to explore innovative, developmentally appropriate technology and learning materials by utilizing a minimum of $45,000 a year to purchase high-quality instructional materials.

Expected Outcome(s):

- Children will have the age-appropriate technological skills necessary to be successful in a twenty-first century classroom.

Progress/Outcomes:

- HS/EHS staff implement developmentally appropriate learning experiences with technology.
- HS/EHS Teachers continue to use technology as an instructional method to ensure students have a vast array of learning experiences. Lesson plans are continually used to document technology usage weekly.
-

Challenges:

Measurable Performance Objective 3:

- The Head Start/Early Head Start Program will utilize innovative technology and procedures during the instructional day 100% of the time to ensure the safety of students, parents and staff.

Expected Outcome(s):

- Students, parents, and staff will be able to teach and learn in a safe environment.

Progress/Outcomes:

- *Early Head Start* /Head Start have support from Abilene Independent School District's Director of School Safety and Security.

- We provide students, parents, and staff a safe environment by using cameras on the interior and exterior of the buildings. All exterior doors and gates always remain locked. All interior doors remain locked during instruction time. Door sweeps are done weekly and turned in to the district to ensure interior and exterior doors are always locked. Buildings can only be accessed by using a badge reader or a key.
- Our guests are identified at the door through a video intercom, screened through Raptor, and then given a sticker with their information on it to gain entry to our campuses. *In EHS the guests can then take the child to their room and the same procedure is done at pick up time*.
- Crisis Go is utilized for communication during drills.
- Safety Drills are conducted every month. Crisis Go has been implemented to help with these drills. The drills are documented on Crisis Go monthly.
- A "Safety Team" meets once a month to go over safety issues that may have occurred, review safety protocols, emergency duties and to discuss how to keep our campus safe.
- The Operations Manager/Safety Coordinator attends monthly District Safety meetings and takes information back to campus to share with staff.
- Playgrounds and facilities are checked daily and documented for safety.
- Badge Readers are at the front doors and some other doors, and key entry is used for any other exterior doors.
- Cameras are installed on the exterior of the building, in hallways and *at EHS inside classrooms.*
- *MOY- EHS is still providing a safe environment by using the interior and exterior cameras. The interior and exterior doors are locked at all times. Door sweeps are done each week and documented for the review by state and local officials. Crockett received a 100% compliance on the TEA Intruder Audit.*
- *MOY- EHS continues to monitor who is allowed into the building through an intercom system at the front door. Then they are screened through raptor and given a badge. We conduct the screening from 8:30 am-3:30pm.*
- *MOY- EHS conducts safety drills through Crisis Go and communicates through this with staff. We are still documenting this on Crisis Go.*
- *MOY- EHS playgrounds and all of the campus are checked and documented for safety.*
- *MOY- EHS is still waiting for 2 crash bars on exterior gates on our campus. We are waiting on parts, then to be installed.*
- *MOY- EHS has had resistant film put on the exterior door windows and the adjacent windows. We have a few windows that still need the film.*
- *EOY- EHS is using the interior and exterior cameras to keep our campus safe. We do the weekly door sweeps to make sure all exterior doors are locked.*
- *EOY-EHS uses raptor to screen visitors who come on campus. We also have an intercom system that we can talk to visitors before they are allowed in the building. We check our playgrounds everyday and classrooms to make sure they are kept safe for the children.*
- *EOY-EHS conducts safety drills each month to prepare for emergencies.*
- *EOY-EHS is still waiting for crash bars to be installed. Maintenance has all the parts and needs to come install them.*
- *EOY-EHS has had resistant film put on all exterior door windows and adjacent windows.*

Challenges:

<u>Measurable Performance Objective 4</u>:

- The Early Childhood Program will utilize technology to complete data checkpoints and aggregate and disaggregate program data three times a year to inform continuous growth and improvement across all program areas.

Expected Outcome(s):

- The Program staff will monitor and adjust all aspects of program planning based on data outcomes.

Progress/Outcomes:

- *The EHS assessment status report from Teaching Strategies GOLD indicates 100% of teachers have completed the first Wave of checkpoints for the 2022-2023 school year. Education*

Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of need.

- *EHS beginning of the year data (Wave 1) was analyzed on October 27,2023. The data shows that EHS had their highest percentage toward expected outcomes in the Physical domain with.33% within Widely Held Expectations and the lowest score was in the Math domain with 83.21% within Widely held Expectations.*
- *As of January 29, 2024, the EHS assessment status report from Teaching Strategies GOLD indicates 100% of teachers have completed the second Wave of checkpoints for the 2023-2024 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles and discuss areas of need.*
- *EHS MOY (Wave 2) was analyzed on January 29,2024. The data shows that EHS had their highest percentage toward expected outcomes in the Physical and Cognitive domains with 100 % and 98.27% respectively within Widely Held Expectations and the lowest score was in the Literacy domain with 92.27% within Widely held Expectations.*
- *As ofApril 24, 2024, the EHS assessment status report from Teaching Strategies GOLD indicates 100% of teachers have completed the third Wave of checkpoints for the 2023-2024 school year. Education Coordinator/Education Specialist will meet with each teacher to review class profiles of transitioning students and discuss any areas of need if children are not meeting School Readiness Goals.*
- *EHS EOY (Wave 3) was analyzed April 24 ,2024. The data shows EHS had their highest percentage toward expected outcomes in the Social/Emotional domain with 99.24% within Widely Held Expectations, and the lowest score was in the Mathematics domain with 90.15% within Widely Held Expectations.*
- HS/EHS Education aggregates and disaggregates school readiness data three times a year using the researched based online assessment system to generate data points. EHS uses Teaching Strategies GOLD, while HS uses CLI Engage Progress Monitoring Tool. This data is used by teachers to inform instruction and plan for individualization. Developmental screening data is tracked in myHeadStart within 45 days of enrollment. Based on this beginning of the year, our program uses this data to support Practice Based Coaching Cycles, guide cognitive transitions, help parents set educational goals, plan, and implement individualized instruction and professional development opportunities. Beginning of the year data (Wave 1) was analyzed on October 27, 2023. The data showed that HS's highest percentage towards BOY expected outcomes was in Science with 84% and the lowest percentage was Letter-Sound Correspondence with 14%.
- Middle of the year assessment data was analyzed on January 29, 2024. Onset-Rime had the largest growth from BOY to MOY with a 47% increase towards the EOY expected outcome. Speech Production & Sentence Skills had the highest percentage towards the expected outcome with 103%. The area with continued need for improvement was in Letter Sound Correspondence with 23% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in GoEngage.
- Wave 3 data was analyzed on April 22, 2024. Onset-Rime, under the Language & Literacy Domain had the largest growth from BOY to EOY with a 72% increase towards the EOY expected outcome. Speech Production & Skills had the highest percentage towards the expected outcome with 119%. The area with continued need for improvement was in Letter Sound Correspondence with a 43% toward the EOY expected outcomes. All newly enrolled students have been screened on the ESI-R developmental screener and logged in GoEngage.

Challenges:

- *Increased new staff has created additional training and coaching needs for teachers.*
- *Staff turnover has created additional training needs for teachers and other staff.*
- *Retention and training has been a challenge for new staff.*

Goal 5: AISD Early Childhood Program will recruit and employ high-quality, effective staff who embrace diversity, utilize best practices, and understand the importance of student, family, and community engagement.

Measurable Performance Objective 1:

- The Head Start/Early Head Start Program will strengthen and enhance professional development, classroom environment and effective teaching practices by providing practice-based coaching to classroom staff 1 to 4 times monthly, depending upon the level of intensity needed by individual staff members.

Expected Outcome(s):

- Staff will demonstrate progress toward individualized professional development goals.

Progress/Outcomes:

- HS & EHS uses the method of Practice-based coaching to individualize professional development. Practice-based coaching is a cyclical process for guiding teachers' use of evidence-based practices for promoting positive child outcomes.
- HS & EHS Complete a Needs Assessment during the first wave ending on October 27, 2022. This Needs Assessment is used to help teachers identify their strengths and challenges. Then, through collaborative partnership, with the coach, a goal and action plan are developed. Additionally, CLASS/ITERS -3 scores, School Readiness data, various checklists and informal classroom observations are used to guide teachers and the coaches in creating Practiced Based Coaching goals.
- HS Wave 1 had a total 43 goals set within the following domains: Regard for Student Perspectives (1), Behavior Management (4), Productivity (3), Instructional Learning Formats (1), Concept Development (22), Quality of Feedback (4). and Language Modeling (8).
- Coaching frequencies have been adjusted as needed based on instructional needs within the classroom as observed by coaches, administration, teacher feedback and coordinating staff. As of January 29, 2024, HS has a total of 9 goals completed in the area of Concept Development and 45 ongoing goals in the following domains: Regard for Student Perspectives (1), Behavior Management (4), Productivity (1), Instructional Learning Formats (2), Concept Development (13), Quality of Feedback (5), and Language Modeling (19).
- *As of January 29, 2024, MOY, EHS Set 41 goals, 21 goals from the PBC Needs Assessment performed in October were met, and 73 other goals for the MOY were met.*
- Academic Coaching continued through the end of the year. As of April 26, 2024, 1 coaching goal was completed in the area of Emotional Support, 5 in Classroom Organization and 20 in Instructional Support. At the close of the year, there were 3 ongoing coaching goals in Classroom Organization Domain and 13 in Instructional Support.
- *EHS EOY, As of April 26, 2024 we had 28 goals in progress, 21 of these goals were met by the end of EOY wave 3. In April we set 2 new goals. Finishing out the year we have 6 goals that we are continuing to work on into May. These goals will be met by May 23, 2024.*

Challenges:

- *Staff retention and training new staff has been a challenge.*
- Substitute shortages left coaches having to sub more often.
- *Staff retention and training new staff has been a challenge.*

Measurable Performance Objective 2:

- 100% of Head Start/Early Head Start instructional staff will be highly qualified to provide a rigorous and relevant learning environment.

Expected Outcome(s):

- Instructional staff will demonstrate knowledge and implementation of best practices, which support student/family engagement within the Early Childhood Program.

Progress/Outcomes:

- *14 teaching staff hold an AA degree, 19 hold a CDA or equivalent. All staff are up to date on their Infant/Toddler CPR and First Aid. Ongoing CCR and Conscious Discipline trainings take place throughout the year for all staff. New teachers are receiving New Staff Orientation, CCR*

Orientation, Conscious Discipline, and GOLD training during their 12 week New Employee Training. As of October 27, 2023, all teaching staff were observed using the ITERS-3. Out of those observations 33 teachers scored 5 or above.

- All HS teaching staff hold teaching certifications in the state of Texas. Teaching staff are also certified as an English as a Second Language certification by the completion of their first year as a certified teacher. All paraprofessionals working as instructional assistants hold Child Development Associate certifications. Ongoing CLASS and Conscious Discipline trainings take place throughout the year for all staff. New teachers are receiving Conscious Discipline, CIRCLE and CLASS training during their bimonthly Mentor Mondays.
- *14 teaching staff hold an AA degree, 19 hold a CDA or equivalent. All staff are up to date on their Infant/Toddler CPR and First Aid. Ongoing CCR and Conscious Discipline trainings take place throughout the year for all staff. New teachers are receiving New Staff Orientation, CCR Orientation, Conscious Discipline, and GOLD training during their 12 week New Employee Training. ITERS-3 observations have not been completed but are in progress.*
- *As of April 26, 2024, 11 teaching staff have an AA degree, and 19 have a CDA or the equivalent. All staff are up to date on their Infant/Toddler CPR and First Aid. Throughout the school year all staff have received CCR, Conscious Discipline, and TRS training. Our 12 Week Training Guide has been completed with all new teachers which includes New Staff Orientation, New Teacher Orientation, CCR Orientation, Conscious Discipline, and GOLD training. All new staff hired in the 23-24 school year have received their New Staff Orientation which includes CCR, Conscious Discipline and TRS requirements. All ITERS-3 observations have been completed for the 2023-2024 school year.*

Challenges:

- *Increased new staff has created additional training and coaching needs for teachers.*
- *Staff retention and training new staff has been a challenge.*

Abilene Independent School District Board Document - Agenda Item II.B

Meeting Date: July 8, 2024 Meeting Type: Combined Meeting

Item Type: Report Future Action Required: Yes If Yes, Month: July

Subject: Student Code of Conduct

Background Information**:**

Since this is not a legislative year, changes are minimal. Formatting and date changes were updated throughout the document. Specific and noteworthy changes are listed below:

- Page 8 – Added nicotine products to the prohibited items section

Attached Supporting Documents:

Board Slides of Student Code of Conduct

Student Code of Conduct 2024 - 2025

Parent and Student Handbook 2024 - 2025

Fiscal Implications:

None

ABILENEISD
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Administrative Recommendation:

Approval of updated Student Code of Conduct

Contact Person:

Alison Camp

ABILENE ISD

CONNECT • LEAD • SUCCEED

Board of Trustees Meeting

July 8, 2024

ABILENE ISD

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Student Code of Conduct

Alison Camp

Executive Director of Student Services

ABILENE ISD
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Proposed Change

Added nicotine products to prohibited items

Questions?

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Abilene Independent School District Student Code of Conduct

2024-25 School Year

If you have difficulty accessing the information in this document because of disability, please contact Alison Camp, Executive Director of Student Services, at 677-1444.

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Alison Camp, Executive Director of Student Services, at 677-1444.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Abilene ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at http://www.abileneisd.org and on each campuses' website.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

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

The law enforcement duties of school resource officers are:

1. *Patrol assigned campus(es) and routes walking or driving within district jurisdiction.*
2. *Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.*
3. *Investigate criminal offenses that occur within district's jurisdiction.*
4. *Collect and preserve evidence for criminal investigations including witness statements and physical evidence.*
5. *Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.*
6. *Write effective legal incident reports.*
7. *Testify in court as needed.*

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

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.

Participation might include a speaking role, as established by district policy and procedures.

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.

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 24 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 17, **DAEP Placement** on page 18, **Placement and/or Expulsion for Certain Offenses** on page 26, and **Expulsion** on page 29, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 16.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 26.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 26.)
- Enter, without authorization, district facilities that are not open for operations.

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;
- 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;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Nicotine products
- Tobacco products, 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.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

HIGH SCHOOL Students are not permitted to possess electronic devices such as tablets, handheld games, viewing or listening devices (iPods, DVD/CD players, radios, camcorders, cameras, etc.) or pagers unless prior written permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. Students may carry cell phones and may use them during passing periods, but upon entering the classroom all phones must be out of sight and turned off or completely silenced. Cell phone use is permissible in the cafeterias and immediate patio areas around the cafeterias only during the student's designated lunch time. If a faculty or staff member sees or hears the prohibited use of a student's cell phone in any instructional building during non-passing periods, the phone may be taken up.

- The parent, legal guardian, or student may come to the office after school and retrieve the phone on the first offense for a $15 cash fee.
- On the second offense, there may be a $15 cash fee charged, and a parent or legal guardian must be the one who picks up the phone after school.
- On the third and subsequent offense(s), the parent or other legal guardian must retrieve the phone after school, there may be a $15 cash fee charged and the student may be assigned detention, ISS, or other consequences. This policy is in place during the student's instructional day.

If at any time, including permitted cell phone use in the hallways or cafeteria, a faculty member or administrator has reasonable suspicion of conduct violations or illegal activity using the cell phone or other electronic device, the device is subject to confiscation and a school administrator will be allowed access to the device, SIM card, memory card, battery, and all components for the device. If any evidence of illegal activity is found, the device and/or evidence may be turned over to law enforcement authorities, charges will be filed and legal action may be taken. If a phone or device is confiscated and held by school administration, it will be placed in a secure location. The district is not responsible for confiscated items that are misplaced, stolen, or damaged.

MIDDLE and ELEMENTARY SCHOOLS Students are not permitted to possess electronic devices such as tablets, games, viewing or listening devices (iPods, DVD/CD players, radios, camcorders, cameras, etc.) or pagers unless prior written permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. Students shall not use a cell phone or other communication device with phone, IM, and/or text messaging, or picture or video capturing capability such as a smart watch, at school or on school property during the instructional day. A student may possess a cell phone if it is turned off and placed in their backpack or in a secure location designated by the campus

(out of sight). If a student is in violation of the policy, they will be subject to disciplinary action which includes the phone to be retrieved by parent or legal guardian and a $15 fee.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 18 and **Expulsion** on page 29 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

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.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 17.
- Placement in a DAEP, as specified in DAEP on page 18.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 26.
- Expulsion, as specified in **Expulsion** on page 29.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, 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 the policy may be obtained from the principal's office, the CBC's office, or the central administration office.

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).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

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

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

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

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

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

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

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

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

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

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

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

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary.)**
- Involvement in criminal street gang activity. (See **glossary.)**
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 29.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 29.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see **glossary**),
2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

*This information is subject to change per Abilene ISD's District of Innovation Plan.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the CBC's office, the central administration office, or at www.abileneisd.org.

Appeals regarding the decision to place a student in a DAEP should be addressed to the Executive Director of Student Services, as the Board's designee, whose decision shall be final in accordance with policy FOC (LEGAL) http://pol.tasb.org/Policy/Code/1118?filter=FOC.

All other complaints related to discipline, other than the DAEP placement decision, should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or online at http://pol.tasb.orgPolicy/Code/1118?filter-FNG. These complaints shall begin at Level 1 with the lowest level administrator who has authority to provide a resolution. (The Board encourages resolution of complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.)

The district shall not delay disciplinary consequences pending the outcome of an appeal.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated, or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

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

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the 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. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

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

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

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

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

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

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

Newly Enrolled Students

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

Appeal

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

Certain Felonies

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

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

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

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

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

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

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

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 18.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
    - Aggravated assault.
    - Sexual assault.
    - Aggravated sexual assault.
    - Murder.
    - Capital murder.
    - Criminal attempt to commit murder or capital murder.
    - Aggravated robbery.
- Breach of computer security. (See glossary.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat)

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See glossary.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note*:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note*: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

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

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

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

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent's Designee (Executive Director of Student Services) authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent's Designee (Executive Director of Student Services) shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

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

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Time served in a Juvenile Detention Center is not counted towards the District assigned term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

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

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

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

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

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older, or
    b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town,
        (2) Knowing that it is insured against damage or destruction,
        (3) Knowing that it is subject to a mortgage or other security interest,
        (4) Knowing that it is located on property belonging to another,
        (5) Knowing that it has located within it property belonging to another, or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another, or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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 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; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

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

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

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

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

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

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

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 or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes 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.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as 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.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
    a. A machine gun;
    b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

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

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

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

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

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 commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

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

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

ABILENE ISD
ELECTRONIC COMMUNICATION SYSTEMS,
RESPONSIBLE USE GUIDELINES, AND INTERNET SAFETY

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY. THIS IS A LEGALLY BINDING DOCUMENT FOR STUDENTS AND EMPLOYEES OF ABILENE INDEPENDENT SCHOOL DISTRICT.

Appendix 1

I. OVERVIEW

The Abilene Independent School District Network (AISD network) offers access to the District's electronic communication system for educational purposes. Our goal is to promote educational excellence in the Abilene schools by providing effective and meaningful classroom instruction and administrative needs while ensuring a safe, ethical and productive learning environment. With this educational opportunity comes responsibility. It will be the user's responsibility to follow the rules for appropriate and acceptable use.

The "electronic communication system" is defined as the District's wired and wireless network, servers, computer workstations, wireless devices, peripherals, applications, databases, software, online resources, Internet access, and any other technology designated for use by students and employees.

The Internet is a network of many types of communication and information networks. With access to computers and people all over the world comes the availability of adult content or material that may be considered objectionable and may not be considered to be of educational value in the school setting. In compliance with the Children's Internet Protection Act (CIPA), the school district has installed active content filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. A user who incidentally connects to an inappropriate site must immediately disconnect from the site and notify a teacher/administrator. If a user sees another user accessing inappropriate sites, he or she should notify a teacher/administrator immediately.

In addition, access to the electronic communication system is a privilege, not a right. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided in this document so that you are aware of the responsibility to follow the rules for appropriate and acceptable use you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. Noncompliance may result in suspension of access or termination of privileges along with other appropriate disciplinary action consistent with Abilene ISD Policies. All AISD students are required to abide by the Student Code of Conduct. All AISD employees are required to abide by the Code of Ethics and Standard Practices for Texas Educators ("Code of Ethics"), State and Federal law, and District Policy. All users must abide by ethical standards when communicating with students and employees, regardless of whether such communication takes place on campus, during instructional time, through use of the System or not. Violations of law may result in criminal prosecution as well as disciplinary action by Abilene ISD.

II. PHILOSOPHY

1. **Risk** – Even with filtering, blocking, anti-malware and anti-virus software, controlling all materials on the AISD network is impossible. Sites accessible via the AISD network may contain material that is illegal, defamatory, inaccurate or harmful. With global access to computers and people, a risk exists that users may access material that may not be of educational value in the school setting.
2. **User Responsibility** – AISD network users, are responsible for their actions in accessing available resources and following copyright guidelines. If inappropriate materials are accessed, users must notify a campus teacher/administrator and/or district technology personnel immediately.

III. TERMS AND CONDITIONS

Responsible Use: Abilene ISD Electronic Communication System (AISD network) access may be used to improve learning and teaching consistent with the educational goals of Abilene ISD. Abilene ISD expects legal, ethical, and efficient use of the AISD network. District-approved email accounts and storage will be provided for staff and students based on district initiatives. District-approved social media activities that are educationally related may be used. At no time should personal use of Abilene ISD's Electronic Communication System (AISD network) come in conflict or hinder a user's expected responsibilities.

1. **Privilege:** Use of a personal Abilene ISD Network account is a privilege, not a right.
2. **Limited personal use** is permitted as long as it does not increase the cost to the District or interfere with the operations of the network.
3. **Subject to System Administration:** All Abilene ISD Network accounts and computer usage are subject to perusal by the system administrator for: virus scanning, monitoring for inappropriate use, and investigation of suspected misuse at the authorized direction of Campus or District administrations regardless of cause.
4. **Required Training:** All staff and students will participate in annual training for appropriate technology use, as required by the district.

Inappropriate Use: Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations by Abilene ISD, that violate the rules of etiquette in working online and in a shared environment, or that hamper the integrity or security of Abilene ISD's electronic communication system.

1. **Violation of Law:** Transmission/Possession of any material in violation of any U.S. or State law is prohibited. This includes, but is not limited to: copyrighted material; threatening, harassing, or obscene material; or material protected by trade secret. Any attempt to break the law through the use of an AISD network account may result in litigation against the offender by the proper authorities. If such an event should occur, Abilene ISD will fully comply with the authorities to provide any information necessary for the litigation process.
2. **Commercial Use:** Use for commercial, income-generating or "for profit" activities, product advertisement, or political lobbying is prohibited.
3. **Vandalism/Mischief:** Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data or devices of another user, the AISD network, or any other networks that are connected to the AISD network. This includes, but is not limited to, the creation or propagation of computer viruses. Mischief is defined as any

interference with the work of other users, with or without malicious intent, and is strictly prohibited.

4. **Electronic Mail Violations:** Forgery of electronic mail messages is prohibited. Reading, deleting, copying, or modifying the electronic mail of other users is prohibited. Sending unsolicited junk mail, spam, chain e-mails, or that of commercial content is prohibited. District issued email accounts should be used only for school related communication.
5. **File/Data Violations:** Deleting, examining, copying, or modifying files and/or data belonging to other users is prohibited.
6. **System Interference/Alterations:** Attempts to exceed, evade or change resource quotas are prohibited. Causing network congestion through mass consumption of system resources, attempts to disable, bypass, or circumvent any AISD network filter or compromising the integrity of the firewall are prohibited.
7. **Inappropriate Speech/Messages:** The following restrictions against inappropriate speech and messages apply to all communication sent and/or accessed by the user, including all e-mails, instant messages, texts, web pages, blogs, wikis, comments, apps, or other avenues of electronic communication. Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages. Users shall not post information that could cause damage, danger, or disruptions, or engage in personal attacks, including prejudicial or discriminatory attacks. Users shall not harass another person or knowingly or recklessly post false or defamatory information about a person or organization.
8. **Home/Personal Internet:** A user's home and personal electronic communication use can have an impact on the school and on others. A user's personal electronic communication expression, including but not limited to, a threatening message, a violent or sexual web site, a text, or a post that creates a likelihood of material or substantial disruption of the school/district's operation or contains student/district information violating data restrictions or data release guidelines may result in district disciplinary action and/or criminal penalties.
9. **Bullying/Harassment:** Our district takes cyber bullying and harassment by electronic communication very seriously, and it will not be tolerated. Users shall not use any Internet or other communication device to intimidate, threaten, bully, harass, or embarrass students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material or substantial disruption of school operations (or the reasonable potential exists) shall be subject to disciplinary actions as well as possible criminal penalties.

Consequences of RUG Violation: Any attempt to violate the provisions of these procedures could result in revocation of the user's account, regardless of the success or failure of the attempt. In addition, students may face district disciplinary action (Student Code of Conduct) and/or appropriate legal action. In the event of a claim that a student has violated these guidelines, the district will provide the student with notice and an opportunity to be heard in the manner set forth in the Student Code of Conduct. Staff members may face district disciplinary action up to and including employment termination and/or appropriate legal action.

1. **Final Determination:** The Superintendent or the designee will make the final determination as to what constitutes inappropriate use.
2. **Denial, Revocation, or Suspension of Accounts:** The superintendent/designee, departmental director, campus principal, and/or the system administrator in accordance

with Abilene ISD disciplinary procedures may deny, revoke, place restrictions, or suspend an account.

IV. SECURITY

1. **Reporting Security Problems:** If a user identifies or has knowledge of a security problem on the AISD network, the user must notify a teacher, campus principal, system administrator, and/or the superintendent's designee for Abilene ISD. The user shall not reveal or demonstrate the problem to others. Any user who attempts or causes a breach of system security may have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.
2. **Impersonation:** Attempts to login to the AISD network as a system administrator or another user (with or without the user's permission) may result in suspension of access to the District's electronic communication system as well as other appropriate disciplinary or legal action in accordance with the Student Code of Conduct or board policy.
3. **Security Risks:** Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the AISD network.
4. **Supervision:** Staff must supervise student use of the District's electronic communication system in a manner that is appropriate to the students' age and the circumstances of use.
5. **Filtering Software:** Users may not disable or circumvent the District's filtering software at any time. Authorized staff may temporarily or permanently unblock access to sites containing appropriate material if the filtering software has inappropriately blocked access to such sites.
6. **Bandwidth:** Bandwidth utilization is monitored. Users who routinely monopolize excessive amounts of bandwidth will be notified and their usage will be examined. In order to protect and reserve bandwidth and other resources for educational use, users may not:
   - Download software or files that are not for educational purposes.
   - Play interactive online games that are not for educational purposes
   - View non-curriculum based streaming videos/movies.

V. INTERNET SAFETY:

1. Internet safety of our staff and students in their use of electronic communication is a high priority.
2. NEVER give your username/password to anyone and NEVER allow anyone to use your account. You are responsible and liable for all activity on your account.
3. NEVER tell anyone online your full name, home address, phone number, age, friend's name, your school, or any other personal information.
4. NEVER share photos of yourself, your family, or your home with people you meet online.
5. NEVER open attachments or click on links in an e-mail from someone you do not know.
6. NEVER make appointments to meet people whom you meet online. Students should report to a teacher or administrator if they receive such a request.
7. Users should not respond to messages that contain content that violates the Inappropriate Use guidelines, as defined above, including but not limited to bullying/harassment or inappropriate speech/messages. A teacher or administrator should be notified immediately of anything violating the Inappropriate Use guidelines.

8. Do not accept e-mails, files, or web page addresses (and the like) from strangers. People who you meet online are not always who they say they are. Do not open attachments or give out personal information, including account credentials, from emails you are not expecting.
9. Be aware that online information is not necessarily private.

DISCLAIMER

Abilene ISD makes no warranties of any kind, whether expressed or implied, for the service it is providing and is not responsible for any damages suffered by the users. This includes loss, theft, or damage to personal devices; loss of data resulting from delays, non-deliveries, misdeliveries; intrusion by computer virus; or other service interruptions or malfunctions. Abilene ISD is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the AISD network is at the user's own risk. Abilene ISD is not liable for an individual's inappropriate use of the District's electronic communication systems or violations of copyright restrictions or other laws or for costs incurred by users through use of Abilene ISD's electronic communication system.

Responsible Use and Digital Citizenship

Respect Yourself: I will select online names that are appropriate, and I will be polite and use appropriate language/content in all online posts.

Protect Yourself: I will not publish personal details, contact details, or a schedule of activities for myself or anyone else. I understand that unless otherwise authorized, I am the owner of my accounts, and I am responsible for all activity initiated by and/or performed under these accounts. I understand that it is my responsibility to appropriately secure my account credentials. I understand that I am responsible for maintaining and backing up all of my own data. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher/administrator before engaging in that activity.

Respect Others/Resources: I will not use technologies to bully or tease other people. I will not make audio or video recordings of students/employees without their prior permission. I understand that posing as someone else is forbidden and I will not pose as a user other than myself when online. I will be careful and aware when printing to avoid wasting resources and printing unnecessary items.

Protect Others: I will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches.

Respect Intellectual Property: I will suitably cite any and all use of websites, books, media, etc. I will respect all copyrights.

Protect Intellectual Property: I will request permission to use the software and media that others produce.

The Responsible Use Guidelines of electronic communication direct and require all users:

1. Respect all Internet safety practices including online behavior, ethics, and network etiquette.

2. Respect the legal protection provided by copyright and licenses for programs, applications, and data.
3. Respect the rights of others by complying with all present and future AISD policies regarding privacy and intellectual property.
4. Respect the rights of others by complying with all present and future AISD policies regarding sexual, racial, and other forms of cyber bullying and harassment and by preserving the privacy of personal data accessed.
5. Respect the privacy of others by not tampering with their personal devices, files, storage devices, passwords, and/or accounts in any manner.
6. Respect storage limits. Limit storage on the network to educational materials. Users will be assigned a fixed amount of storage. Users will be required to routinely review and purge unwanted and unneeded files.
7. Respect the integrity of computing systems, data and services, including but not limited to, infiltrating a computer system, damaging and/or altering the software or hardware components of a computer, and/or gaining unauthorized access via the network.
8. Respect the ethical standards set forth by the school district by using technology in a manner which is consistent with those standards and in a manner consistent with their intended purpose.
9. Respect and adhere to local, state, or federal law which may govern the use of technology in Texas and in the United States of America.

Appendix 2

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dress Code.

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

The following specific guidelines must be adhered to in the matter of dress in all AISD schools:

Elementary

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Elementary students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Elementary campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.

9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Middle School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Middle School students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Middle School campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

High School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.

2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.
6. Non distracting head coverings, such as caps or scarfs can be worn in the building at High School. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

Last updated September 26, 2023

ABILENE ISD
Parent/Student Handbook
2023-2024

ABILENE ISD

CONNECT • LEAD • SUCCEED

2023-24 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at *325-677-1444*.

Child Find

Child Find is a process designed to identify, locate, and evaluate individuals from birth to 21 years of age, regardless of the severity of their disabilities, who may need special education and related services. This includes students enrolled in a homeschool or a private school that is located within the boundaries of Abilene ISD. If you are concerned that your child may have a disability, contact the Special Education Department in Abilene ISD for more information about the Child Find process.

Child Find

“Child Find” es un proceso diseñado para identificar, ubicar y evaluar a personas desde el nacimiento hasta los 21 años de edad, independientemente de la gravedad de sus discapacidades, que puedan necesitar educación especial y servicios relacionados. Esto incluye a los estudiantes matriculados en una escuela en casa o una escuela privada que se encuentra dentro de los límites de nuestro distrito escolar de Abilene. Si le preocupa que su hijo(a) pueda tener una discapacidad, comuníquese con el Departamento de Educación Especial de Abilene ISD para obtener más información sobre el proceso de “Child Find”.

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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 Abilene ISD's 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 the Abilene ISD's Code of Conduct. To review the Code of Conduct, visit the district's website at www.abileneisd.org. 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 any campus.

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 http://pol.tasb.org/Home/Index/1118

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 your child's principal.

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

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

[See **Objecting to the Release of Directory Information** on page 13 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 14 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Gustavo Villanueva, Associate Superintendent at 325-677-1444.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students in Grade 7 receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. The SHAC is comprised of parents, medical professionals, community members, and educators.

Content Description

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

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

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 10.]

Abilene ISD utilizes materials from the Scott & White *Worth the Wait* program to develop and deliver five lessons. Students are separated into two groups, male and female, during this time. The Scott & White data-driven materials are founded on medical, legal, psychological, and socioeconomic information regarding adolescent health risk behaviors. The content is intended to support what students are learning at home, including respecting your individual family values and the family values of others that may differ from their own. The five lessons cover developmentally- and age-appropriate information on the following topics:

• Essential human needs and healthy relationships
• Puberty
• Female and male anatomy

• Risky behaviors and sexual activity
• Teen pregnancy
• Sexually transmitted diseases

Curriculum Review

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. All current curriculum materials used in instruction are available in each middle school campus library during the spring semester and year-round in the Department of Health Services at 241 Pine Street for reasonable public inspection (Education Code 28.004[j]) by setting an appointment with campus administration or the Director for Health Services. Review of the curriculum may occur during school business hours.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. Students who do not participate will be provided alternative lessons that support social and emotional learning. See **Permission Process** below for additional detail.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. Contact the Director for Health Services at 325-677-1444 for more information.
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 41 and FNG(LOCAL).

Permission Process

During the spring semester, a parent or legal guardian of each Grade 7 student will complete and return a permission form indicating whether the student is allowed to participate in all, part, or none of the human sexuality and abuse prevention lessons. Campuses will send the permission letters home at least two weeks prior to instruction. The permission letters will include lesson topics and discussion questions for parents.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain

used in this instruction will be posted on the district's website at the location indicated above.

- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 41 and policy FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 9; **Dating Violence on page** 45; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35]

Consent to Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, Tina Fleet, Lead Social Worker, can be reached at 325-677-1444 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see Mental Health Support on page 67.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports [See **Mental Health Support** on page 699.]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

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

Objecting to the Release of Directory Information

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

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

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

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

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

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities

- News releases
- Athletic programs

Note: Also see **Authorized Inspection and Use of Student Records** on page 18.

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

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

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education,** included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

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

See **Consent to Human Sexuality Instruction** on page 9 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10 for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

[See policy EHBK(LEGAL) for more information.]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 79 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 90 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns

- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 13, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official in the performance of his or her duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 13 to prohibit this disclosure.]

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

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

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

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

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

You may contact the custodian of records for currently enrolled students at your child's campus.

You may contact the custodian of records for students who have withdrawn or graduated at:

241 Pine Street; Abilene, TX 79601.

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

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

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

[See **Report Cards/Progress Reports and Conferences** on page 81, **Complaints and Concerns** on page 41, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/partnership/interstatecompact.cfm) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

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

Additional information may be found at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** on page 32, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

If you have questions, please contact the district's foster care liaison, Darrin Cox at 325-677-1444.

[See **Credit by Examination for Advancement/Acceleration** on page 444 and **Course Credit** on page 44.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

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

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

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

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

For more information on services for students who are homeless, contact the district's homeless education liaison, Darrin Cox at 325-677-1444.

[See **Credit by Examination for Advancement/Acceleration** on page 44 and **Course Credit** on page 44.]

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

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

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

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

Special Education Referrals

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

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is: Teri Reece at 325-677-1444.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Gena Weaver at 325-677-1444.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26.]

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

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)

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

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the

household be transferred to the same campus — if the grade level for the transferring student is offered on that campus.

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students** on page 55 and **Special Programs** on page 90.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your child's principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

State law requires that a student 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 their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

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

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider; Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan; or

- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 21.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 89.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 31.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL).
- The principal has approved the student's absence.
- The student follows campus procedures to verify the visit and makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school.
- Request a conference between school administrators and the parent.
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:Wil Barbee.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of

the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance — Exemptions** on page 27 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 am.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within *3* days of returning to school, a student who is absent for more than *3* days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

Further information may be found on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

See **Compulsory Attendance — Exemptions for Secondary Grade Levels** on page 27 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.abileneisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

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

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

The district recognizes and honors the following types of awards:

- Attendance
- Honor Roll
- Academic and Extra Curricular Awards
- Leadership Recognition

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats

- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by reporting anonymously on the Speak Up page on the district's website.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 21.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments** on page 21, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45, **Hazing** on page 64, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs. The programs and courses are fully detailed in the Abilene ISD College and Career Planning Guide for your reference. The Guide is on the Abilene ISD website, or you can request a printed copy from your child's counselor.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

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

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at abileneisd.org Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches
- 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
- Withdrawal, depression, sleeping and eating disorders, and problems in school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of his or her own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, 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.

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/*whatiscan*.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://taasa.org/product/child-sexual-abuse-parental-guide/)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

The District shall include, in the calculation of class rank, semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

If a course is retaken to improve the grade, the highest grade will be used in GPA calculations.

The calculation of class rank shall exclude grades earned in any distance learning course, any dual credit course, or through credit by examination with or without prior instruction. The only exception to this is if a student took part in distance learning through the District's remote learning plan during the COVID-19 pandemic, these grades will be included in a student's class rank calculation.

$$\frac{\text{(sum of grades)}}{\text{(number of grades)}} + \frac{\text{(number of AP/Advanced Honors grades 70 or above x 10) + (number of Pre-AP/Honors grades 70 or above x 5)}}{\text{(standard number of grades accumulated at this point in academic career)}} = \text{GPA}$$

The “standard number of grades accumulated” is as follows:

	Class of 2022	Class of 2023	Class of 2024	Class of 2025 and Beyond
Freshmen	14	7	14	16
Sophomore	21	21	30	32
Junior	35	37	46	48
Midterm Senior	43	45	54	56
All Graduates	51	53	62	64

[See policy EIC (LOCAL) for more information.] [See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 85 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 59]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts 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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University’s enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of

a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 37 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 58 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 22 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Abilene Christian University, Hardin Simmons University, McMurry University, Texas State Technical College, Cisco College, Angelo State University, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities
- Certain Career and Technical Education (CTE) courses.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs**

(Secondary Grade Levels Only) on page 34 for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by calling the campus secretary.

Automated Emergency Communications

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

[See **Safety** on page 84 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 84 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in

the district's policy manual, available online at www.abileneisd.org. The complaint forms can be accessed online at www.abileneisd.org or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website.

Deliveries

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

Disruption of School Operations

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

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

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component 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
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

Parents should contact their student’s campus to preview the comprehensive guidance program, including all materials and curriculum.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** on page 64 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should ask their teacher or school administrator. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 69, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35 and **Dating Violence** on page 45.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Kindergarten Acceleration

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office http://pol.tasb.org/Policy/Code/1118?filter=FFH. See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 47.

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs

- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy

FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 32]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Distance Learning (All Grade Levels)

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

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

[See **Remote Instruction** on page 81.]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 55.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your child's campus principal.

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

School Materials

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

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

Nonschool Materials

From Students

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

The campus principal is responsible for designating time, place, and manner restrictions for distribution of nonschool literature from students and is in charge of designating the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Executive Director of Student Services for prior review. The Executive Director of Student Services will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The campus principal designates the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dress Code.

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

The following specific guidelines must be adhered to in the matter of dress in all AISD schools:

Elementary

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any

part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.

3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Elementary students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Elementary campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Middle School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed.

Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.

4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Middle School students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Middle School campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

High School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.

5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.
6. Non distracting head coverings, such as caps or scarfs can be worn in the building at High School. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, for elementary and middle school these devices must remain turned off and put away during the instructional day, including during all testing. For high school students, electronic devices must be off and put away during class time. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 91 for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

The parent will pick up the confiscated telecommunications device from the principal's office for a fee of $15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 89 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok or any successor application or service on a district device, along with any other social media application or service determined by the governor.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 58 and **Standardized Testing** on page 90.]

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 90, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 92.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 9 absences for post-district competition prior to state, and a maximum of 4 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.

- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 92.]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6 (must include Algebra 1 and English 1)	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence

[See **Report Cards/Progress Reports and Conferences** on page 81 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 90.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 62.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student

and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	**22 credits**	**26 credits**

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE),

the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will be designated by each campus principal.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

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

- Band
- Choir
- Honor Graduates
- Valedictorian and Salutatorian

- Top Graduating Seniors
- Selected Student Speakers

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 91 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 56.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 38 for more information.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances

- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying** on page 32 and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis A
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 71 .

[See the DSHS's School and Childcare Vaccine Requirements https://www.dshs.texas.gov/immunizations/schooland policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Abilene ISD follows the Centers for Disease Control and the Texas Department of State Health Services recommendations, the position papers of the American Academy of Pediatrics and the National Association of School Nurses in the treatment and attendance guidelines for lice readmittance to school. The scientific evidence supports that exclusion from school for nits alone is not indicated. Abilene ISD follows a "no live lice" policy. If there are no live lice and the nits are further the ¼" from the scalp, the student is allowed to remain at school. Abilene ISD Student Handbook Page 67 of 100 The best treatment is prevention. Throughout the school year, check your child's hair weekly and after overnight visits with other children. Educate your children to avoid spread of lice by head-to-head contact, sharing hats, combs, brushes, etc.

Eggs (nits) not killed by treatments will continue to hatch within 7-10 days. All nits should be removed to prevent reinfestation and permit early recognition of any new infestation.

Schools will take the following steps when it has been determined that lice are present:

• Once live lice have been identified, the parent will be contacted for student to be taken home for treatment to begin.

• After treatment has begun and there are no live lice, the student should be checked by the school nurse prior to reentry to school.

• Please contact your school nurse for more detailed information. She can offer recommendations, including subsequent treatments, how best to get rid of lice and how to prevent reoccurrence.

• The district will provide written or electronic notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home. [See policy FFAA for more information] More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and from the Centers for Disease Control and Prevention's website Head Lice Information for Parents (https://www.cdc.gov/parasites/lice/head/parents.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

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

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

Students are allowed to possess and use over-the counter, topical sunscreen while on school property or at school-related events or activities.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-

care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See also **Food Allergies** on page 72.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board will adopt a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel who are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board will adopt a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress. .

The district will provide at each campus, school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists*:* Secondary Grades Only

In accordance with Chapter 38, Subchapter E of the Education Code, the board will adopt a policy to allow authorized and trained school personnel at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 9 and **Consent to Provide a Mental Health Care Service** on page 11 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 42 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 72 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

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

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

The Texas Department of State Health requirements for Spinal Screening each school year is:

• Girls (two times) – screening must be done at age 10 (or fall semester of grade 5) and age 12 (or fall semester of grade 7)

• Boys (one time) – age 13-14 (or fall semester of grade 8)

• Two screeners are present for each student during the screening. We assure you that privacy will be the utmost concern and priority.

• Parents will receive the results of the screening only if professional follow-up is needed.

A student may be exempted from the mandated Spinal Screening if the parent/guardian submits a record to the school nurse prior to the spinal screening at the campus. The professional examination must be properly conducted during the grade year in which the screening is required. The Texas UIL Pre-participation Physical Evaluation-Medical Form meets this requirement. The documentation must be signed and dated by a licensed professional.

If, for religious reasons, the student does not wish to be screened, the student is to submit an affidavit of exemption, notarized, to the school nurse.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Region 14 is not required to do the acanthosis nigricans marker screening…only Regions 1, 2, 3, 4, 10, 11, 13, 15, 18, 19, and 20.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at abileneisd.org for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 65.]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at by contacting your campus nurse.

[See **Celebrations** on page 35 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus full-time nurse:
- The campus full-time school counselor.
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at *http://pol.tasb.org/Policy/Code/1118?filter*

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact: Kimberly Brumley at 677-1444.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the campus principal.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at abileneisd.org.

[See **Consent to Human Sexuality Instruction** on page 9, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact your campus principal.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Students are required to eat lunch on campus, unless picked up or cleared by a parent for check-out during the principal-designated lunch time. The exceptions to this are the students at ATEMS who have earned the privilege of off-campus lunch.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Lunch

Students are permitted to eat lunch on campus with a parent or guardian on their contact list. Parents may not provide food for other students while eating lunch with their student.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 29.]

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

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

While a student is in DAEP, the district will provide all course work from the student's foundation curriculum classes.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: *Alison Camp, Executive Director of Student Services, 325-677-1444.*

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Gena Weaver, 325-677-1444.
- For all other concerns regarding discrimination, see the superintendent: David Young, 325-677-1444.

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 43.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 81.]
- Becoming a school volunteer. [See **Volunteers** on page 96 and policy GKG for more information.]

- Participating in campus parent organizations. Parent organizations include: *Parent Teacher Organization, Volunteer Activities, Athletic Booster,* Fine Arts Boosters, Destination Imagination, Parent Sponsors for Activities and Field Trips.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 72 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 15.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Prohibited Items (Middle School)

Permanent markers are prohibited on middle school campuses.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 1, promotion is based on an average of 70 on a scale of 100 based upon course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in each of the following areas: language arts (reading, English and spelling) and mathematics.

In grades 2-8 *, promotion* is based on an average of 70 on a scale of 100 based upon course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in each of the following areas: language arts (reading, English and spelling), mathematics, science, and social studies.

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [EIE(Local)]

If a student in grade 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will take the corresponding EOC assessment.

[See **Standardized Testing** on page 90.]

Repeating Prekindergarten or Kindergarten — Grade-8 at Parent Request

A parent may request in writing that a student repeat prekindergarten (only if they qualify), kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 58.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 58 and **Standardized Testing** on page 90.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's higher passing grade will be included in the calculation of class ranking. Both of the grades will show on their transcript.

Release of Students from School

[See **Leaving Campus** on page 75.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

[If applicable, add information about remote instruction offered]

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

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

Report cards with each student's performance and absences in each class or subject are issued at least once every *7* weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 78 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 58 and policy EIA(LOCAL) for more information.]

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

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

The district may communicate academic information about a student electronically, including for progress reporting purposes.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

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

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

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

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

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

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 58.]

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

For more information, see the principal, school counselor, or special education director

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans — Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals.
- Address the parent's educational expectations for the student.
- Outline an intensive instruction program for the student.

[See the principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 62 for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report on the district Speak Up page.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- Homeland Security's Stop the Bleed (https://www.dhs.gov/stopthebleed)
- Stop the Bleed Texas (https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: school messenger call-out, letter sent home, media releases, news stations, district website, and district social media.

[See **Parent Contact Information** on page 40 and **Automated Emergency Communications** on page 40.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 90.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Schedule changes will be handled on the campus level by the counselor.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in

the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at 325-677-1444.

Food and Nutrition Services (All Grade Levels)

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

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

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

To apply for free or reduced-price meal services, contact:Director of Student Nutrition at 325-677-1444.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR)

about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Child Nutrition. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, Joe Waldron, at 325-677-1444.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit. See your Campus Guide or principal for specific information.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

The following areas are open to students before school. Please see your Campus Guide or principal for specific times.

- *Cafeteria*
- *Library*

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 57 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

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

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 53 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

[See **Steroids** on page 69.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care). Please contact Darrin Cox, who has been designated as the district's foster care liaison, at 325- 677-1444 with any questions. [See Students in the Conservatorship of the State on page 26.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the district's homeless education liaison, Darrin Cox, at 325-677-1444 [See A Student Who is Homeless on page 27.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Graduation Ceremonies, Leadership Activities, and other activities determined appropriate by the campus principal or superintendent. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 58 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school will be offered for all grade levels beginning in 1st grade for accelerated instruction, possible promotion, to recover failed courses, and for retaking STAAR end-of-course tests. Extended-year programs to meet accelerated instruction requirements will also be offered for grades 9-12. For more information see www.abileneisd.org. Also, students can attend summer school through the Texas Virtual School Network (TXVSN).

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 87.

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 21, **Bullying** on page 32, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 88.]

Buses and Other School Vehicles

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

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

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

Campus	Conditions
Alcorta	Crossing S Treadaway Blvd.
Austin	Crossing S 14th St.
Bassetti	1. North of Highway 277 South 2. Across Elm Creek from Bassetti
Bowie	Crossing S 14th St.
Clack	1. Crossing Winters Freeway 2. Crossing Hwy 277 South

	3. Dyess AFB / Crossing Arnold
Cooper	Crossing Winters Freeway
Craig	Crossing RR tracks between North and South 1st Streets
Madison	1. Crossing Winters Freeway 2. Crossing South Treadaway (South of S. 27th)
Martinez	1. Crossing Catclaw Creek north of N 18th 2. Crossing Pine St. 3. Crossing Grape St. north of N 18th
Purcell	Crossing N Mockingbird Blvd.
Stafford	1. Coachlight 2. Riveria Apts 3. North of Ambler
Ortiz	1. Crossing Grape St. 2. Crossing N Mockingbird Blvd. (extended to Stamford)
Taylor	1. I-20 Access Road 2. Pasadena Heights
Thomas	1. Crossing S Treadaway Blvd. 2. Crossing T & P and Lytle Lake
Ward	Crossing Buffalo Gap Rd.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact Bruce Neil or Kris Wilson at Transportation, 325-698-1628, for additional information.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Bruce Neil or Kris Wilson at Transportation, 325-698-1628.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.

- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Smart Tag Badges are required for riding the bus.
- Students must scan badge while loading and unloading the bus at their designated stops.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

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

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 12 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 12 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On the various career days held on campuses throughout the year, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact Jordan Ziemer at 325-677-1444 for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

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

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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

Appendix: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit *http://pol.tasb.org/Policy.code/1118?filter=FFI*. Below is the text of Abilene ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on *3 / 12 / 2012*

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary, to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances. A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Semester Exam Exemption Policy

Number of Allowed Exemptions	**Eligibility Requirements**
Freshman 3 courses **Sophomore** 4 courses **Junior** 5 courses **Senior** 6 courses in the fall All in the spring	1. No more than the following number of state reported absences (documented or undocumented) during the semester: • 90+ Average in the class = 2 absences • 80+ Average in the class = 1 absence • 75+ Average in the class = 0 absences 2. No ISS/OSS for current semester. 3. No DAEP for any semester (excluding carryover).
The purpose of semester exam exemptions is to encourage students to earn higher grades in their classes and demonstrate excellent attendance. Please be sure you read the information below and the “frequently asked questions” document.	

● Semester exam exemptions are earned class by class.

● Students who are exempt are required to report to the class on the day the exam is administered or they could lose their exemptions!

● 1st six weeks, 2nd six weeks and 3rd six weeks grades are averaged to determine the semester “grade” for an exempt student.

Semester Exam Exemption Frequently Asked Questions

Q: Can I take the exam even if I am exempt in order to earn a higher grade?

A: A student can choose the exam or the exemption if they qualify for the exemption. However, once a student chooses to take the exam, the grade they earn on the exam will be the grade that is recorded for the semester exam. Students are encouraged to choose wisely.

Q: What absences count or don’t count for exemptions?

A: Only state reported absences count against exemptions. Most absences are state reported except for absences that are board or school approved (UIL competitions, College Days for Jrs and Srs, athletic competitions).

Q: If I am exempt from an exam, do I still need to attend for the exam day?

A: Yes. Even exempt students need to report to class. The campuses have scheduled alternative activities for students who are exempt.

Q: Are absences counted by day or class period for exemptions?

A: For exemption purposes, absences are counted period by period. It is possible to be exempt from some semester exams and not others based on attendance and/or grades.

Q: What if I have an absence that I believe is not correct on my child's attendance report?

A: Parents should monitor the attendance using the parent portal. If believe there to be an error in the reporting, the student should address the concern with the campus attendance clerk and principal as soon as possible.

Q: How long, after a partial absence for a doctor's appointment, do I have to submit a doctor's note?

A: When your student is absent for part of a day for a doctor's appointment, parents have up to three days to submit a doctor's note. It is critical to have the student return with a note the day they return. If a doctor's note is not submitted within three days, the absences cannot be changed and will count against the exemptions. This is only for partial same day absences where the student attends prior to and/or after the medical appointment. Otherwise, an absence, even with appropriate documentation from a doctor or medical facility, will count against exemptions.

Q: What if I check my student out of school in person, does that count against his/her exemptions?

A: Attendance is coded based upon the reason of the absence regardless of how or who checked them out.

Q: Will the half days scheduled count against my student if he/she is absent?

A: Yes, all school days, even half days, count toward exemptions.

Q: What if I am assigned I.S.S. or other serious disciplinary consequences, will I lose my exemptions? A: Yes, students who are assigned ISS, Out-of-school suspension or placed in a Disciplinary Alternative Education Placement (DAEP) school will lose their exemptions for that semester.

Q: Do college visit days count against exemptions?

A: Board policy allows current juniors and seniors to miss up to two days per year for college visit purposes. These visits do not count against exemptions provided they do not exceed two.

Q: What if there are extenuating circumstances that I feel should be considered before denying an exemption?

A: If you feel there are extenuating circumstances that should be considered before the denial of semester exam exemptions you must submit a written appeal to the campus principal.

ABILENE ISD

ELECTRONIC COMMUNICATION SYSTEMS,

RESPONSIBLE USE GUIDELINES, AND INTERNET SAFETY

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY. THIS IS A LEGALLY BINDING DOCUMENT FOR STUDENTS AND EMPLOYEES OF ABILENE INDEPENDENT SCHOOL DISTRICT.

I. OVERVIEW

The Abilene Independent School District Network (AISD network) offers access to the District's electronic communication system for educational purposes. Our goal is to promote educational excellence in the Abilene schools by providing effective and meaningful classroom instruction and administrative needs while ensuring a safe, ethical and productive learning environment. With this educational opportunity comes responsibility. It will be the user's responsibility to follow the rules for appropriate and acceptable use.

The "electronic communication system" is defined as the District's wired and wireless network, servers, computer workstations, wireless devices, peripherals, applications, databases, software, online resources, Internet access, and any other technology designated for use by students and employees.

The Internet is a network of many types of communication and information networks. With access to computers and people all over the world comes the availability of adult content or material that may be considered objectionable and may not be considered to be of educational value in the school setting. In compliance with the Children's Internet Protection Act (CIPA), the school district has installed active content filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. A user who incidentally connects to an inappropriate site must immediately disconnect from the site and notify a teacher/administrator. If a user sees another user accessing inappropriate sites, he or she should notify a teacher/administrator immediately.

In addition, access to the electronic communication system is a privilege, not a right. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided in this document so that you are aware of the responsibility to follow the rules for appropriate and acceptable use you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. Noncompliance may result in suspension of access or termination of privileges along with other appropriate disciplinary action consistent with Abilene ISD Policies. All AISD students are required to abide by the Student Code of Conduct. All AISD employees are required to abide by the Code of Ethics and Standard Practices for Texas Educators ("Code of Ethics"), State and

Federal law, and District Policy. All users must abide by ethical standards when communicating with students and employees, regardless of whether such communication takes place on campus, during instructional time, through use of the System or not. Violations of law may result in criminal prosecution as well as disciplinary action by Abilene ISD.

II. PHILOSOPHY

1. **Risk** – Even with filtering, blocking, anti-malware and anti-virus software, controlling all materials on the AISD network is impossible. Sites accessible via the AISD network may contain material that is illegal, defamatory, inaccurate or harmful. With global access to computers and people, a risk exists that users may access material that may not be of educational value in the school setting.

2. **User Responsibility** – AISD network users, are responsible for their actions in accessing available resources and following copyright guidelines. If inappropriate materials are accessed, users must notify a campus teacher/administrator and/or district technology personnel immediately.

III. TERMS AND CONDITIONS

Responsible Use: Abilene ISD Electronic Communication System (AISD network) access may be used to improve learning and teaching consistent with the educational goals of Abilene ISD. Abilene ISD expects legal, ethical, and efficient use of the AISD network. District-approved email accounts and storage will be provided for staff and students based on district initiatives. District-approved social media activities that are educationally related may be used. **At no time should personal use of Abilene ISD's Electronic Communication System (AISD network) come in conflict or hinder a user's expected responsibilities.**

1. **Privilege:** Use of a personal Abilene ISD Network account is a privilege, not a right.

2. **Limited personal use** is permitted as long as it does not increase the cost to the District or interfere with the operations of the network.

3. **Subject to System Administration:** All Abilene ISD Network accounts and computer usage are subject to perusal by the system administrator for: virus scanning, monitoring for inappropriate use, and investigation of suspected misuse at the authorized direction of Campus or District administrations regardless of cause.

4. **Required Training:** All staff and students will participate in annual training for appropriate technology use, as required by the district.

Inappropriate Use: Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations by Abilene ISD, that violate the rules of etiquette in

working online and in a shared environment, or that hamper the integrity or security of Abilene ISD's electronic communication system.

1. **Violation of Law:** Transmission/Possession of any material in violation of any U.S. or State law is prohibited. This includes, but is not limited to: copyrighted material; threatening, harassing, or obscene material; or material protected by trade secret. Any attempt to break the law through the use of an AISD network account may result in litigation against the offender by the proper authorities. If such an event should occur, Abilene ISD will fully comply with the authorities to provide any information necessary for the litigation process.

2. **Commercial Use:** Use for commercial, income-generating or "for profit" activities, product advertisement, or political lobbying is prohibited.

3. **Vandalism/Mischief:** Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data or devices of another user, the AISD network, or any other networks that are connected to the AISD network. This includes, but is not limited to, the creation or propagation of computer viruses. Mischief is defined as any interference with the work of other users, with or without malicious intent, and is strictly prohibited.

4. **Electronic Mail Violations:** Forgery of electronic mail messages is prohibited. Reading, deleting, copying, or modifying the electronic mail of other users is prohibited. Sending unsolicited junk mail, spam, chain e-mails, or that of commercial content is prohibited. District issued email accounts should be used only for school related communication.

5. **File/Data Violations:** Deleting, examining, copying, or modifying files and/or data belonging to other users is prohibited.

6. **System Interference/Alterations:** Attempts to exceed, evade or change resource quotas are prohibited. Causing network congestion through mass consumption of system resources, attempts to disable, bypass, or circumvent any AISD network filter or compromising the integrity of the firewall are prohibited.

7. **Inappropriate Speech/Messages:** The following restrictions against inappropriate speech and messages apply to all communication sent and/or accessed by the user, including all e-mails, instant messages, texts, web pages, blogs, wikis, comments, apps, or other avenues of electronic communication. Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages. Users shall not post information that could cause damage, danger, or disruptions, or engage in personal attacks, including prejudicial or discriminatory attacks. Users shall not harass another person or knowingly or recklessly post false or defamatory information about a person or organization.

8. **Home/Personal Internet:** A user's home and personal electronic communication use can have an impact on the school and on others. A user's personal electronic communication expression, including but not limited to, a threatening message, a violent or sexual web site, a text, or a post that creates a likelihood of material or substantial disruption of the school/district's operation or contains student/district information violating data restrictions or data release guidelines may result in district disciplinary action and/or criminal penalties.

9. **Bullying/Harassment:** Our district takes cyber bullying and harassment by electronic communication very seriously, and it will not be tolerated. Users shall not use any Internet or other communication device to intimidate, threaten, bully, harass, or embarrass students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material or substantial disruption of school operations (or the reasonable potential exists) shall be subject to disciplinary actions as well as possible criminal penalties.

Consequences of RUG Violation: Any attempt to violate the provisions of these procedures could result in revocation of the user's account, regardless of the success or failure of the attempt. In addition, students may face district disciplinary action (Student Code of Conduct) and/or appropriate legal action. In the event of a claim that a student has violated these guidelines, the district will provide the student with notice and an opportunity to be heard in the manner set forth in the Student Code of Conduct. Staff members may face district disciplinary action up to and including employment termination and/or appropriate legal action.

1. **Final Determination:** The Superintendent or the designee will make the final determination as to what constitutes inappropriate use.

2. **Denial, Revocation, or Suspension of Accounts:** The superintendent/designee, departmental director, campus principal, and/or the system administrator in accordance with Abilene ISD disciplinary procedures may deny, revoke, place restrictions, or suspend an account.

IV. SECURITY

1. **Reporting Security Problems:** If a user identifies or has knowledge of a security problem on the AISD network, the user must notify a teacher, campus principal, system administrator, and/or the superintendent's designee for Abilene ISD. The user shall not reveal or demonstrate the problem to others. Any user who attempts or causes a breach of system security may have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

2. **Impersonation:** Attempts to login to the AISD network as a system administrator or another user (with or without the user's permission) may result in suspension of access to the District's electronic communication system as well as other appropriate disciplinary or legal action in accordance with the Student Code of Conduct or board policy.

3. **Security Risks:** Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the AISD network.

4. **Supervision:** Staff must supervise student use of the District's electronic communication system in a manner that is appropriate to the students' age and the circumstances of use.

5. **Filtering Software:** Users may not disable or circumvent the District's filtering software at any time. Authorized staff may temporarily or permanently unblock access to sites containing appropriate material if the filtering software has inappropriately blocked access to such sites.

6. **Bandwidth:** Bandwidth utilization is monitored. Users who routinely monopolize excessive amounts of bandwidth will be notified and their usage will be examined. In order to protect and reserve bandwidth and other resources for educational use, users may not:

   - Download software or files that are not for educational purposes.
   - Play interactive online games that are not for educational purposes
   - View non-curriculum based streaming videos/movies.

V. INTERNET SAFETY: Internet safety of our staff and students in their use of electronic communication is a high priority.

1. NEVER give your username/password to anyone and NEVER allow anyone to use your account. You are responsible and liable for all activity on your account.

2. NEVER tell anyone online your full name, home address, phone number, age, friend's name, your school, or any other personal information.

3. NEVER share photos of yourself, your family, or your home with people you meet online.

4. NEVER open attachments or click on links in an e-mail from someone you do not know.

5. NEVER make appointments to meet people whom you meet online. Students should report to a teacher or administrator if they receive such a request.

6. Users should not respond to messages that contain content that violates the Inappropriate Use guidelines, as defined above, including but not limited to bullying/harassment or inappropriate speech/messages. A teacher or administrator should be notified immediately of anything violating the Inappropriate Use guidelines.

7. Do not accept e-mails, files, or web page addresses (and the like) from strangers. People who you meet online are not always who they say they are. Do not open attachments or give out personal information, including account credentials, from emails you are not expecting.

DISCLAIMER

Abilene ISD makes no warranties of any kind, whether expressed or implied, for the service it is providing and is not responsible for any damages suffered by the users. This includes loss, theft, or damage to personal devices; loss of data resulting from delays, non-deliveries, misdeliveries; intrusion by computer virus; or other service interruptions or malfunctions. Abilene ISD is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the AISD network is at the user's own risk. Abilene ISD is not liable for an individual's inappropriate use of the District's electronic communication systems or violations of copyright restrictions or other laws or for costs incurred by users through use of Abilene ISD's electronic communication system.

Responsible Use and Digital Citizenship

Respect Yourself: I will select online names that are appropriate, and I will be polite and use appropriate language/content in all online posts.

Protect Yourself: I will not publish personal details, contact details, or a schedule of activities for myself or anyone else. I understand that unless otherwise authorized, I am the owner of my accounts, and I am responsible for all activity initiated by and/or performed under these accounts. I understand that it is my responsibility to appropriately secure my account credentials. I understand that I am responsible for maintaining and backing up all of my own data. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher/administrator before engaging in that activity.

Respect Others/Resources: I will not use technologies to bully or tease other people. I will not make audio or video recordings of students/employees without their prior permission. I understand that posing as someone else is forbidden and I will not pose as a user other than myself when online. I will be careful and aware when printing to avoid wasting resources and printing unnecessary items.

Protect Others: I will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches.

Respect Intellectual Property: I will suitably cite any and all use of websites, books, media, etc. I will respect all copyrights.

Protect Intellectual Property: I will request permission to use the software and media that others produce.

The Responsible Use Guidelines of electronic communication direct and require all users:

1. Respect all Internet safety practices including online behavior, ethics, and network etiquette.
2. Respect the legal protection provided by copyright and licenses for programs, applications, and data.
3. Respect the rights of others by complying with all present and future AISD policies regarding privacy and intellectual property.
4. Respect the rights of others by complying with all present and future AISD policies regarding sexual, racial, and other forms of cyber bullying and harassment and by preserving the privacy of personal data accessed.
5. Respect the privacy of others by not tampering with their personal devices, files, storage devices, passwords, and/or accounts in any manner.
6. Respect storage limits. Limit storage on the network to educational materials. Users will be assigned a fixed amount of storage. Users will be required to routinely review and purge unwanted and unneeded files.
7. Respect the integrity of computing systems, data and services, including but not limited to, infiltrating a computer system, damaging and/or altering the software or hardware components of a computer, and/or gaining unauthorized access via the network.

8. Respect the ethical standards set forth by the school district by using technology in a manner which is consistent with those standards and in a manner consistent with their intended purpose.
9. Respect and adhere to local, state, or federal law which may govern the use of technology in Texas and in the United States of America.
10. Students are responsible for the content of their own online activity.
11. Students are responsible for any activity on their network/email account even if they forget to logout of a computer/device.
12. Students should not assume that anything they post online is private.
13. Students should be aware that their online activity may be monitored by school officials.
14. Students who violate the technology policy may be subject to disciplinary action, up to and including expulsion.
15. Parents or guardians of students who violate the technology policy will be notified.
16. The school district reserves the right to update the technology policy at any time.
17. The technology policy is in addition to all other school rules and regulations.
18. Students who have questions about the technology policy should consult with a school administrator.
19. The technology policy is designed to create a safe and positive learning environment for all students.
20. The school district is committed to providing a technology-rich environment that supports student learning.
21. The school district will work with students and parents to ensure that technology is used responsibly and ethically.

These policies are designed to protect students from harm and to ensure that technology is used for education purposes. Students who violate these policies will be subject to disciplinary action.

Students are prohibited from the following:

1. Students are prohibited from using technology to bully, harass, threaten, or intimidate other students.
2. Students are prohibited from using technology to spread rumors or lies about other students.
3. Students are prohibited from using technology to post or share inappropriate or offensive content.
4. Students are prohibited from using technology to cheat on tests or assignments.
5. Students are prohibited from using technology to disrupt class or other school activities.
6. Students are prohibited from using technology to bring weapons or other dangerous items onto school property.
7. Students are prohibited from using technology to access or download copyrighted material without permission.
8. Students are prohibited from using technology to create or distribute child pornography.

9. Students are prohibited from using technology to commit identity theft or other crimes.

Abilene Independent School District Board Document - Agenda Item II.C.

Meeting Date: July 8, 2024 Meeting Type: Workshop

Item Type: Presentation Future Action Required: No If Yes, Month: N/A

Subject: Update – Surplus Property

Background Information**:** This conversation has been ongoing, and progress has been made toward the disposal of both Fannin Elementary and Woodson Early Childhood.

This presentation has an update for the board on progress. It also clearly shows the intent to put Fannin out to bid and pending action for Woodson.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None.

Contact Person: Dr. Joseph Waldron

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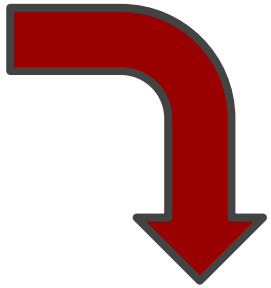
Dr. Joseph Waldron
Deputy Superintendent

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Update - Surplus Property

July 2024

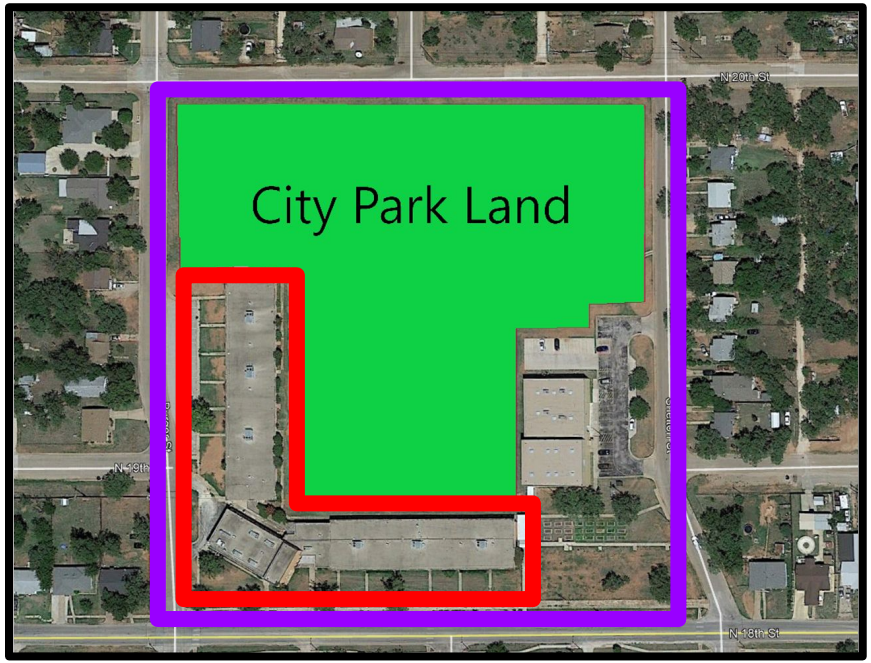
Where we started...



Recommendation

- Declare Fannin Elementary and Woodson EC Surplus
- Choose the best method

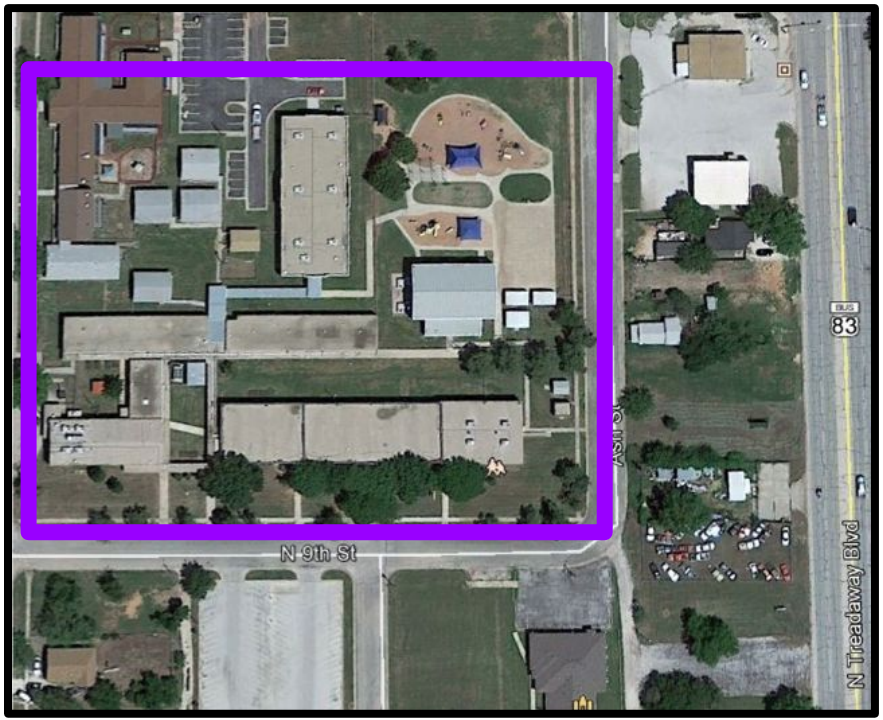
Fannin Elementary



- 2726 N. 18th Street
- Built: 1951/1953
- 39,240 sq. ft.
- Storage - Graduation ramp, lectern, risers for Craig, stage for Clack and Craig, surplus furniture

Identified as “surplus” property in 2010 Master Facility Plan which resulted in the disposition/sale of Lincoln, Valley View, Houston, Travis and College Heights. City acquired B&G Club facility for health services site. In addition, City acquired bulk of land surrounding Fannin in exchange for park land adjacent to Bowie Elementary.

Woodson Early Childhood



- 520 N. 9th Street
- Built: 1936/1958/1998
- 41,640 sq. ft.
- Storage - Gym only - surplus cafeteria tables and CTE
- Viable learning space - only 1998 section

2012 Facilities Assessment - Further investment...into the original classroom building, cafeteria and LRC should be carefully considered due to the age of the facility and the amount of funding required in bringing the facility condition index up to an acceptable rating.

Surplus Property -
Potential Actions



Abilene ISD
221901

OTHER REVENUES
SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

CDB
(LEGAL)

Note: For legal requirements applicable to the disposition of real property acquired with federal funds, see CBB.

Sale or Exchange of Real Property

A board may, by resolution, authorize the sale of any property, other than minerals, held in trust for free school purposes. The board president shall execute a deed to the purchaser reciting the board resolution authorizing the sale. A district may employ, retain, contract with, or compensate a licensed real estate broker or salesperson for assistance in the acquisition or sale of real property. *Education Code 11.154*

Surplus Property -
Potential Actions



Donation of Former School Campus

The board may, by resolution, authorize the donation of real property and improvements
...cy, or nonprofit

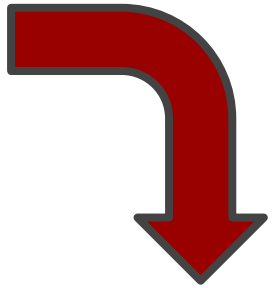
Before adopting the resolution,

...concerning the donation
...earing by publishing the
subject matter, location, date, and time of the hearing in a newspaper having general

board holds a public hearing

b. The transfer will further the preservation of the improvements; and
c. At t... does not need the real property or
imp... gives notice ...es; and
3. The entity ... shown, to the satisfaction of the board, that the entity intends to continue to use the real property and improvements for public purposes.

Where we are now



- Appraisals complete
- Bid package for Fannin being drafted
  - Collaboration with Leasor Crass and Purchasing Department
- Woodson EC consideration is ongoing









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RESOLUTION AUTHORIZING THE INITIATION OF PROCEEDINGS FOR THE SALE OF REAL PROPERTY

FORMER TAYLOR ELEMENTARY SCHOOL

WHEREAS, the Board of Trustees (the "Board") of the Abilene Independent School District (the "District") is authorized by Texas Education Code § 11.151 to govern and oversee the management of the public schools in the District; and

WHEREAS, under Texas Education Code § 11.151(c), all rights and titles to the real property of the District are vested in the Board and their successors in office; and





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An Appraisal Report
of the
Taylor Elementary School
located at 916 EN 13th Street
Abilene, Taylor County, Texas 79601

Step 3

COMING SOON



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ABILENE ISD
CONNECT · LEAD · SUCCEED

Step 4



RESOLUTION AUTHORIZING THE SALE OF REAL PROPERTY
~~EXISTING TAYLOR~~ ELEMENTARY SCHOOL

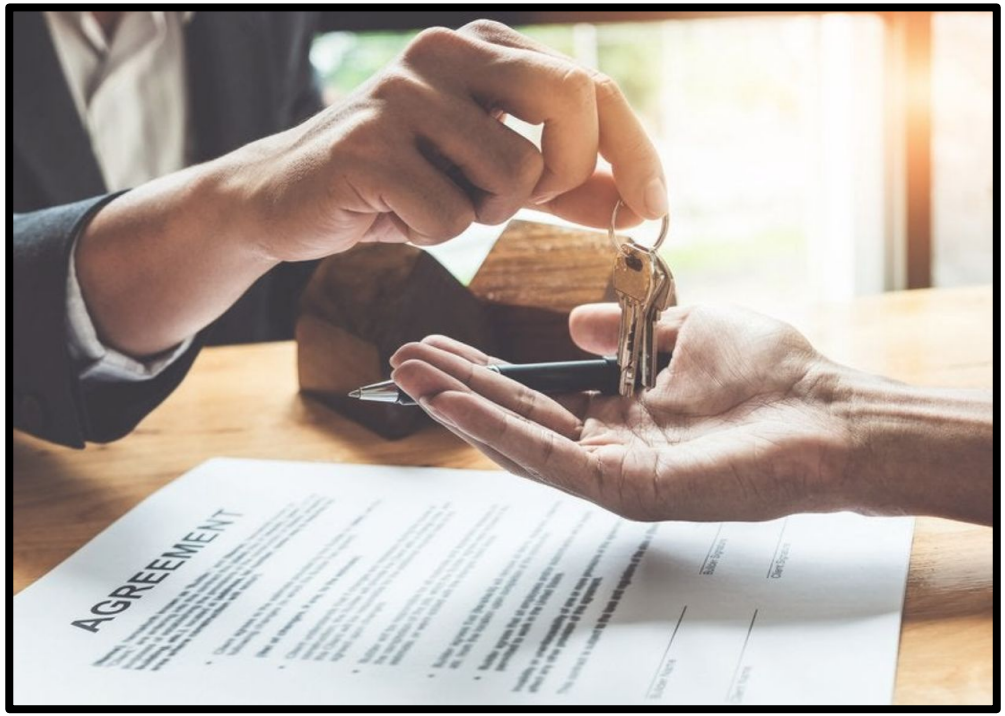
WHEREAS, the Board of Trustees (the "Board") of the Abilene Independent School District (the "District") is authorized by Texas Education Code § 11.51 to govern and oversee the management of the public schools in the District;

WHEREAS, under Texas Education Code § 11.151(c), all rights and titles to the real property of the District are vested in the Board and their successors in office;

WHEREAS, pursuant to Texas Education Code §§ 11.151(c) and 11.154(a), the Board may dispose of property that is no longer necessary for the operation of the District and may, by resolution, authorize the sale of such property;

Step 5

COMING SOON



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Step 6

COMING SOON

ABILENE ISD
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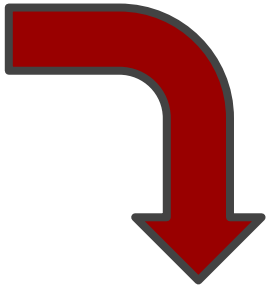
Step 7

COMING SOON

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CLOSIN

Upcoming



- **Bid, Evaluation, Present to Board on Fannin's Process**
- **Ongoing Process for Woodson EC**

Dr. Joseph Waldron
Deputy Superintendent

ABILENE ISD
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Update - Surplus Property

July 2024

Abilene Independent School District Board Document - Agenda Item II.D.

Meeting Date: July 8, 2024 Meeting Type: Workshop

Item Type: Presentation Future Action Required: No If Yes, Month: N/A

Subject: Budget Workshop - Overview

Background Information**:** The attached presentation is the fourth in a series of Board workshops aimed at informing the Board as the FY 25 budget and tax rates are being prepared. This presentation focuses on the overall revenue and expenditure picture, particularly unique components of payroll, non-payroll, cuts that have been implemented and challenges we are facing.

Attached Supporting Documents: Presentation

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Jennifer Hinds

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Jennifer Hinds
Executive Director of Finance

ABILENE ISD
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July 2024
FY25 Budget Workshop

AGENDA FOR TONIGHT

- Taxable Value Update
- Revenue
  - Local, State, and Other Sources
- Expenditure Update
- Current View of the FY 25 Budget
- Upcoming Milestones
- Questions



ABILENE INDEPENDENT SCHOOL DISTRICT
2024-25 BUDGET CALENDAR

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ACTIVITY	PERSON(S) RESPONSIBLE	COMPLETION DATE	COMPLETION STATUS
Ongoing assessment of 2024-2025 staffing needs	Assoc. Superintedent for the Development of Human Resources	February - June, 2024	Ongoing
Discuss budget calendar and other budget items	Cabinet	January 2024	Completed
Hold Budget Owner Collaborative Meetings to Review FY24 Budget to Actuals	Associate Supt for Operations, DFS	February 2024	Completed
Prepare budget workbooks with non-payroll allocations based on 2023-24 1st semester attendance	Associate Supt for Operations, DFS	March 2024	Completed
Discuss budget calendar with Board	Associate Supt for Operations	February 2024 (Workshop)	Completed
2024-25 budget workbooks will be accessible to budget managers electronically	Associate Supt for Operations, DFS	April 1, 2024	Completed
Discuss attendance projections, revenue forecasts, overall financial condition and other budget items	Cabinet/Executive Leadership Team	April 2024 Executive Team	Completed
Budget Collaboration Meetings with all Budget	Associate Supt for Operations, DFS,	April 17, 2024 - May 8, 2024	Completed
2024-25 Budget Overview and preliminary budget discussion with Board	Associate Supt for Operations	May 2, 2024 (Workshop)	Completed
Receive estimated 2024 tax rolls from Taylor and Jones county	Appraisal Districts	April 29, 2024	Completed

Discuss preliminary revenue estimates and special needs with Board	Associate Supt for Operations	June 2024 (Workshop)	Completed
Discuss preliminary expenditure projections with Board	Associate Supt for Operations	July 2024 (Workshop)	July 2024 (Workshop)
Receive certified 2024 tax rolls from Taylor and Jones county	Appraisal Districts	July 26, 2024	July 26, 2024
Calculation of rollback tax rate and other information for public notice	Associate Supt for Operations, DFS Taylor County Appraisal District	July 26, 2024	July 26, 2024
Approval of budget parameters to be used for budget workbook and set public meeting date to discuss budget and proposed tax rate **(Recommendation: August 29, 2024)***	Board of Trustees	August 2024 (Workshop)	August 2024 (Workshop)
Final discussions of 2024-25 preliminary budget with Board	Associate Supt for Operations	August 2024 (Workshop)	August 2024 (Workshop)
Vote on proposed tax rate that will be published in the notice	Board of Trustees	August 2024 (Regular Meeting)	August 2024 (Regular Meeting)
Publish *NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE*	DFS	August 14, 2024*	August 14, 2024*
Post summary of proposed budget on district website	DFS	August 14, 2024*	August 14, 2024*
Conduct public hearing on 2024-25 proposed budget and tax rate, adopt budget, adopt tax rate	Board of Trustees	August 29, 2024 (Special Meeting)*	August 29, 2024 (Special Meeting)*

*Date Subject to Change

THIS CALENDAR COMPLIES WITH THE LAWS AND REQUIREMENTS FOR THE PREPARATION AND APPROVAL OF THE 2023-2024 BUDGET. IT ALSO COMPLIES WITH ALL TRUTH-IN-TAXATION LAWS.

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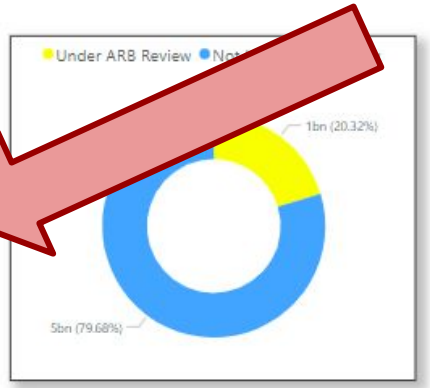
Taylor CAD ARB Review Update

2024 Preliminary Appraisal Values Report

2024 PRELIMINARY TOTALS

Select Entity: ABILENE ISD

	Under ARB Review	Not Under ARB Review	Total
Property Count	1729	47669	49398
Assessed Value	1,214,722,193	10,518,053,468	11,732,775,661
Total Exemptions Amount	- 25,351,558	- 5,388,782,559	- 5,414,134,117
Net Taxable	**1,189,370,635**	**5,129,270,909**	**6,318,641,544**
Freeze Taxable	- 10,281,717	- 503,751,622	- 514,033,339
Transfer Adjustment	- 184,668	- 2,941,576	- 3,126,244
Freeze Adjusted Taxable	**1,178,904,250**	**4,622,577,711**	**5,801,481,961**
	20.32%	**79.68%**	



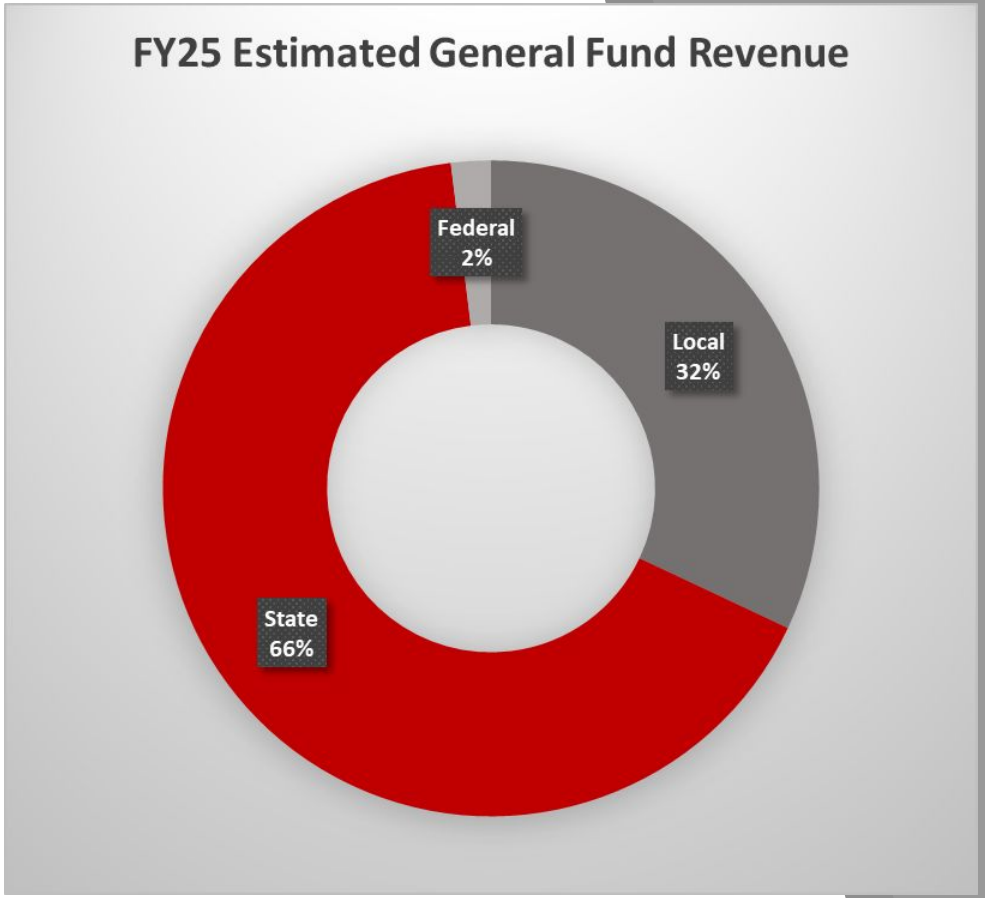
PRELIMINARY VALUES WILL CHANGE THROUGH VALUE APPEALS. THE PRELIMINARY ESTIMATE DOES NOT REPRESENT THE REQUIRED CERTIFIED VALUE FOR THE DEVELOPMENT OF AN ENTITY BUDGET.

*As of 6.27.24

FY25 Estimated General Fund Revenue

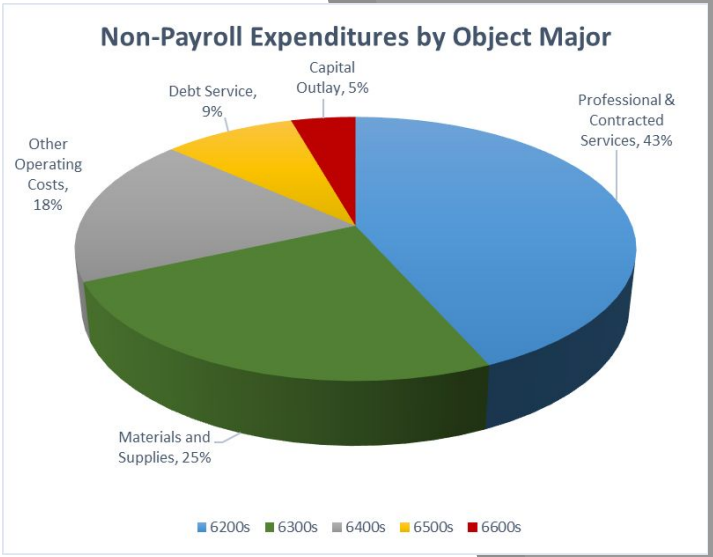
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		2024-25 GENERAL FUND
Local Revenue		
5711	Property Taxes-Current	$44,935,938
5712	Property Taxes-Delinquent	600,000
5719	Penalties, Interest, Others	400,000
5739	Tuition-Local	35,000
5742	Interest on Investments	200,000
5743	Rental of Facilities	15,000
5744	Gifts/Bequests	15,000
5749	Miscellaneous Local Revenue	325,000
5754	Print Shop	75,000
5752	Gate Receipts	600,000
Total Local Revenue		$47,200,938
State Revenue		
5811/12	Per Capita/Foundation	89,119,008
5831	TRS On-Behalf	8,200,000
5819/29	State Rev-TEA (Tech/JJAEP)	70,000
Total State Revenue		$97,389,008
Federal Revenue		
5929	Federal-TEA (Indirect/ROTC)	1,250,000
5931	SHARS	1,000,000
5941	Impact Aid	275,000
5949	Federal Revenue-Direct	85,000
5949	Federal Revenue-QSCB Interest	281,000
Total Federal Revenue		2,891,000
TOTAL ESTIMATED REVENUES		$147,480,946



Non-Payroll Expenditures Update

Non-Payroll Expenditures by Object Major		Preliminary Budget 2024-2025
6200s	Professional & Contracted Services	$ 12,603,515.00
6300s	Materials and Supplies	$ 7,259,004.00
6400s	Other Operating Costs	$ 5,329,020.00
6500s	Debt Service	$ 2,608,865.00
6600s	Capital Outlay	$ 1,278,202.00
	Total	$ 29,078,606.00



Non-Payroll Expenditures Update

Non-Payroll Expenditures by Object Major		Adopted Budget 2023-2024	Preliminary Budget 2024-2025	Variance
6200s	Professional & Contracted Services	$ 13,507,070.00	$ 12,603,515.00	$ (903,555.00)
6300s	Materials and Supplies	$ 8,114,392.00	$ 7,259,004.00	$ (855,388.00)
6400s	Other Operating Costs	$ 5,377,234.00	$ 5,329,020.00	$ (48,214.00)
6500s	Debt Service	$ 2,627,471.00	$ 2,608,865.00	$ (18,606.00)
6600s	Capital Outlay	$ 1,397,912.00	$ 1,278,202.00	$ (119,710.00)
	Total	$ 31,024,079.00	$ 29,078,606.00	$ (1,945,473.00)

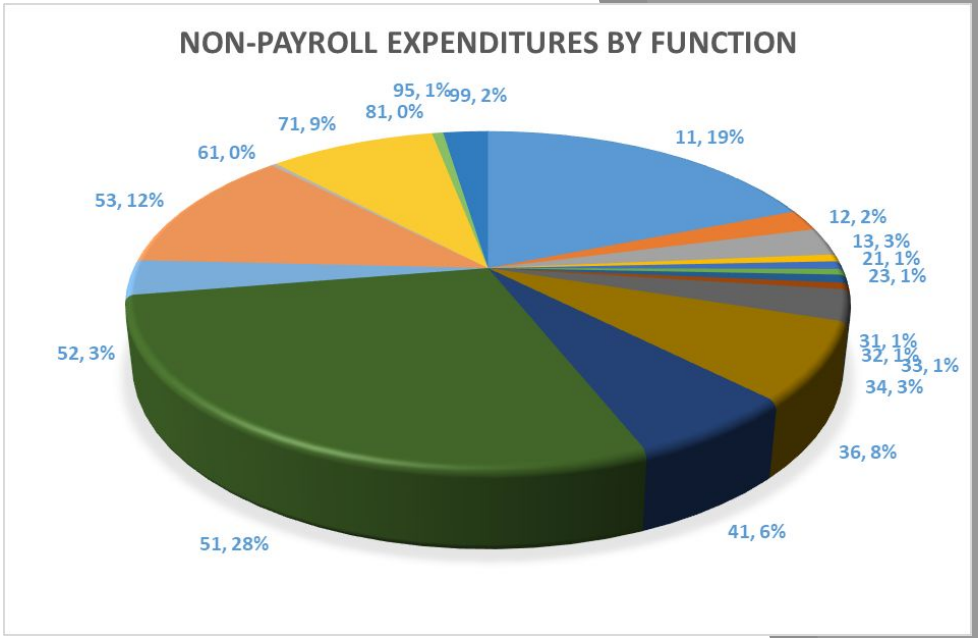
Non-Payroll Budget Changes

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Increased Costs	
Insurance	490,190.00
ERP & SIS Software	75,000.00
School Resource Officers	75,000.00
Contracted Services -	366,320.00
WTRC, TCJ, Communities In Schools, Aptegy, Care Solace	
Appraisal & Collection Costs	50,000.00
SHARS Fees	50,000.00
	1,106,510.00
Costs Savings	
Discontinued Contract Services	(160,995.00)
Decreased Fees	(2,500.00)
Facility Rental	(43,300.00)
Reserved Funds Removed	(1,850,000.00)
5% Non-Payroll Budget Cut	(995,188.00)
	(3,051,983.00)
Net Savings	**(1,945,473.00)**

Non-Payroll Expenditures Update

Non-Payroll Expenditures By Function	Preliminary Budget 2024-2025
11 - Instruction	$ 5,499,152
12 - Instructional Resources & Media	598,941
13 - Curriculum & Staff Development	774,841
21 - Instructional Leadership [2]	199,111
23 - School Leadership	221,305
31 - Guidance, Counseling & Evaluation	162,147
32 - Social Work Services	227,252
33 - Health Services	182,322
34 - Student Transportation	862,958
36 - Extracurricular Activities	2,196,759
41 - General Administration	1,861,720
51 - Plant Maintenance & Operations	8,272,412
52 - Security & Monitoring Services	977,500
53 - Data Processing Services	3,479,151
61 - Community Services	79,170
71 - Debt Service	2,608,865
81 - Facilities Acquisition & Construction	-
95 - Payments to JJAEP	175,000
99 - Other Intergovernmental Charges	700,000
Total	$ 29,078,606



Non-Payroll Expenditures Update

Non-Payroll Expenditures By Function	Adopted Budget 2023-2024	Preliminary Budget 2024-2025	Variance
11 - Instruction	$ 6,525,269	$ 5,499,152	$ (1,026,117)
12 - Instructional Resources & Media	646,471	598,941	$ (47,530)
13 - Curriculum & Staff Development	840,108	774,841	$ (65,267)
21 - Instructional Leadership [2]	252,470	199,111	$ (53,359)
23 - School Leadership	376,423	221,305	$ (155,118)
31 - Guidance, Counseling & Evaluation	246,540	162,147	$ (84,393)
32 - Social Work Services	216,575	227,252	$ 10,677
33 - Health Services	89,264	182,322	$ 93,058
34 - Student Transportation	1,057,047	862,958	$ (194,089)
36 - Extracurricular Activities	2,292,313	2,196,759	$ (95,554)
41 - General Administration	1,809,035	1,861,720	$ 52,685
51 - Plant Maintenance & Operations	8,277,234	8,272,412	$ (4,822)
52 - Security & Monitoring Services	1,104,835	977,500	$ (127,335)
53 - Data Processing Services	3,603,111	3,479,151	$ (123,960)
61 - Community Services	59,768	79,170	$ 19,402
71 - Debt Service	2,627,471	2,608,865	$ (18,606)
81 - Facilities Acquisition & Construction	250,145	-	$ (250,145)
95 - Payments to JJAEP	100,000	175,000	$ 75,000
99 - Other Intergovernmental Charges	650,000	700,000	$ 50,000
Total	$ 31,024,079	$ 29,078,606	$ (1,945,473)

FY 25 Budget Projection Comparison

Proposed Pay Increase Percentage:	0%	2%	2.5%	3%
Revenues	$ 147,480,946.00	$ 147,480,946.00	$ 147,480,946.00	$ 147,480,946.00
Expenditures				
Current Payroll	123,451,531.04	123,451,531.04	123,451,531.04	123,451,531.04
Proposed Pay Increase	$ -	$ 3,470,525.00	$ 3,959,017.00	$ 4,449,233.00
Total Payroll	$ 123,451,531.04	$ 126,922,056.04	$ 127,410,548.04	$ 127,900,764.04
Non Payroll Expenditures	$ 29,078,606.00	$ 29,078,606.00	$ 29,078,606.00	$ 29,078,606.00
Total Expenditures	$ 152,530,137.04	$ 156,000,662.04	$ 156,489,154.04	$ 156,979,370.04
Excess Revenue Over/(Under)	$ (5,049,191.04)	$ (8,519,716.04)	$ (9,008,208.04)	$ (9,498,424.04)

FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
0% Proposed Pay Increase	$	-
Total Payroll	$	123,451,531.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	152,530,137.04
Excess Revenue Over/(Under)	$	(5,049,191.04)

FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
2% Proposed Pay Increase	$	3,470,525.00
Total Payroll	$	126,922,056.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	156,000,662.04
Excess Revenue Over/(Under)	$	(8,519,716.04)

FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
2.5% Proposed Pay Increase	$	3,959,017.00
Total Payroll	$	127,410,548.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	156,489,154.04
Excess Revenue Over/(Under)	$	(9,008,208.04)

FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
3% Proposed Pay Increase	$	4,449,233.00
Total Payroll	$	127,900,764.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	156,979,370.04
Excess Revenue Over/(Under)	$	(9,498,424.04)

Coming in August:

- August 5th Board Meeting
  - Budget by function
  - Certified property values
  - Truth in Taxation information
- August 26th Special Meeting
  - Final FY 24 Budget Amendments
  - Set the tax rate for FY 25
  - Approve the budget for FY 25

Thank You for Being a Part of the Financial Health of AISD!

What questions may I answer?

Jennifer Hinds
Executive Director of Finance

ABILENE ISD
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July 2024
FY25 Budget Workshop

ABILENE ISD

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Board of Trustees Meeting

July 8, 2024

ABILENE ISD

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2024-2025 Compensation Plan

Alison Sims

Associate Superintendent for the Development of Human Resources

Teacher Market Comparison

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	District	Student Enrollment	Number of Teachers	0-Year Salary	5-Year Salary	10-Year Salary	15-Year Salary	20-Year Salary	Average Teacher Salary	Max Yrs Credit	Last % Increase
1	Grand Prairie ISD	26,500	1,706	$62,100	$62,725	$63,622	$68,131	$69,940	$64,719	30	2.1%
2	Crowley ISD	16,927	1,251	$61,810	$62,810	$64,592	$65,632	$67,974	$63,065	30	3.0%
3	Ector County ISD	33,340	1,979	$60,600	$62,150	$64,250	$66,750	$68,350	$64,433	30	3.2%
4	Midland ISD	28,516	1,421	$60,500	$62,450	$65,050	$67,450	$69,950	$65,780	30	3.5%
5	Aledo ISD	8,120	511	$60,200	$61,700	$63,700	$65,500	$67,400	$63,895	30	0.6%
6	Carrollton-Farmers Branch ISD	24,409	1,707	$60,000	$61,200	$63,171	$64,672	$66,574	$64,441	30	3.2%
7	Denton ISD**	32,521	2,416	$59,340	$61,079	$63,510	$65,776	$67,630		25	
8	Killeen ISD	43,881	2,843	$57,000	$59,050	$61,100	$63,150	$65,195	$61,467	20	2.3%
9	Weatherford ISD	8,211	588	$56,700	$58,260	$61,136	$64,236	$65,766	$62,107	33	4.0%
10	Amarillo ISD	29,744	2,086	$53,333	$57,801	$59,988	$63,165	$64,097	$60,956	35	2.0%
11	Waco ISD	13,824	948	$52,975	$55,075	$57,575	$59,575	$61,975	$57,130	27	3.2%
12	Bryan ISD	15,947	1,235	$51,000	$52,275	$54,060	$57,069	$60,435	$55,205	40	1.8%
13	Tyler ISD	18,328	1,260	$50,500	$55,000	$60,000	$62,500	$65,000	$57,396	30	5.0%
14	Wylie ISD-Taylor County	5,473	364	$49,500	$50,000	$51,200	$53,000	$57,700	$51,200	40	3.0%
15	Wichita Falls ISD	12,899	864	$48,781	$50,359	$52,540	$56,180	$60,476	$54,780	20	0.0%
16	San Angelo ISD	13,149	918	$47,500	$49,100	$51,500	$56,250	$59,750	$53,343	30	2.0%
17	Lubbock ISD	24,362	1,817	$47,200	$49,550	$51,850	$55,300	$58,850	$51,747	30	0.0%
18	Frenship ISD	11,538	735	$46,500	$48,600	$51,600	$55,875	$59,975	$54,344	47	3.0%
19	Jim Ned CISD**	1,624	118	$40,000	$45,280	$48,910	$53,250	$57,270		25	
	Abilene ISD	***14,702***	***953***	***$50,775***	***$52,775***	***$55,075***	***$57,575***	***$60,075***	***$56,263***	***26***	***2.0%***

What pay increases are other districts providing their employees?

District	Approved Pay Increase
Amarillo ISD	3% GPI
Bryan ISD	2% retention stipend in Sept., Dec., May
Denton ISD	4% * “contingent upon additional state funding for public schools”
Ector County ISD	3% one-time retention incentive
Grand Prairie ISD	2% GPI
Lubbock ISD	2% GPI for all exempt, 6% for paraprofessionals
Midland ISD	2% GPI
Wichita Falls ISD	1.7-2% GPI
Arlington ISD	4% GPI

Teacher Pay Regionally

*2023-2024 data

District	0 years	10 years	20 years	30 years
Abilene	$50,775	$55,575	$60,575	$64,203
Wylie	$49,500	$51,200	$57,700	$63,200
Jim Ned	$40,000	$48,910	$57,700	$61,340 *25 years
Baird	$35,700	$48,029	$57,207	$60,090 *25 years
Clyde	$34,500	$46,200	$55,399	$60,551 *25 years

FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
0% Proposed Pay Increase	$	-
Total Payroll	$	123,451,531.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	152,530,137.04
Excess Revenue Over/(Under)	$	(5,049,191.04)

FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
2% Proposed Pay Increase	$	3,470,525.00
Total Payroll	$	126,922,056.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	156,000,662.04
Excess Revenue Over/(Under)	$	(8,519,716.04)

Projected Cost for 2% GPI

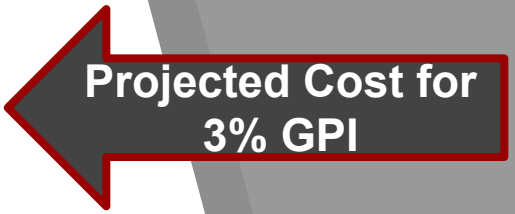
FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
2.5% Proposed Pay Increase	$	3,959,017.00
Total Payroll	$	127,410,548.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	156,489,154.04
Excess Revenue Over/(Under)	$	(9,008,208.04)

Projected Cost for 2.5% GPI

FY 25 Budget Projection

Revenues	$	147,480,946.00
Expenditures		
Current Payroll	$	123,451,531.04
3% Proposed Pay Increase	$	4,449,233.00
Total Payroll	$	127,900,764.04
Non Payroll Expenditures	$	29,078,606.00
Total Expenditures	$	156,979,370.04
Excess Revenue Over/(Under)	$	(9,498,424.04)



Suggested Additional Stipends

- Resource/inclusion special education teachers receive $2,000 yearly stipend
- PALS/ADAPT special education teachers receive a $4,000 yearly stipend
- SAP special education teachers receive a $6,000 yearly stipend
- Behavior transition teachers receive a $4,000 yearly stipend
- No longer offer $2,000 signing bonus for special education teachers

Summary of Pay Increase Costs

ABILENE ISD
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Proposed Pay Increase Percentage:	0%	2%	2.5%	3%
Revenues	$ 147,480,946.00	$ 147,480,946.00	$ 147,480,946.00	$ 147,480,946.00
Expenditures				
Current Payroll	123,451,531.04	123,451,531.04	123,451,531.04	123,451,531.04
Proposed Pay Increase	$ -	$ 3,470,525.00	$ 3,959,017.00	$ 4,449,233.00
Total Payroll	$ 123,451,531.04	$ 126,922,056.04	$ 127,410,548.04	$ 127,900,764.04
Non Payroll Expenditures	$ 29,078,606.00	$ 29,078,606.00	$ 29,078,606.00	$ 29,078,606.00
Total Expenditures	$ 152,530,137.04	$ 156,000,662.04	$ 156,489,154.04	$ 156,979,370.04
Excess Revenue Over/(Under)	$ (5,049,191.04)	$ (8,519,716.04)	$ (9,008,208.04)	$ (9,498,424.04)

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RECOMMENDATION

2024-2025 Recommendation

ABILENE ISD
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Adopt a 3% General Pay Increase

- Increase teacher starting salary to $51,800.
- Provide TASB-recommended adjustments to align with market comparisons and ease compression in our custodial, paraprofessional and technology pay grades.
- Adjust Administrative Professional pay grade 1 to meet new Fair Labor Standards.
- Approve new stipends for behavior and special education teachers.

Questions?

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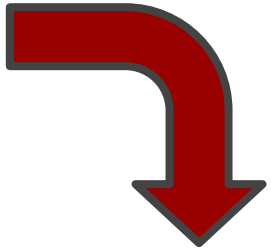
Dr. Joseph Waldron
Deputy Superintendent

ABILENE ISD
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Update - Summer 2024 Facilities Projects

July 2024

A few of our projects...



- Abilene HS - Paint, Culinary, Drainage
- Cooper HS - Irrigation, Backstop
- Hartford - HVAC, Sidewalk
- Jefferson - Parking Lot
- Transportation Shop - Paint
- Thomas Elementary - Lighting

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AHS Drainage







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ABILENE ISD
CONNECT · LEAD · SUCCEED

Jefferson Parking

MOBILIZATION

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Dr. Joseph Waldron
Deputy Superintendent

ABILENE ISD
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Update - Summer 2024 Facilities Projects

July 2024

Abilene Independent School District Board Document - Agenda Item VII.A

Meeting Date: July 8, 2024 Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: Budget Amendments

Background Information**:** Attached are the budget amendments that require Board of Trustee consideration. Budget amendments needing Board approval are required whenever there is a transfer between functional categories, revenues or expenditures increase or decrease the budget, or a donation is received from an outside source. A summary of these budget amendments by functional category is provided for your review. Amendments approved from the prior two months are also included for your reference.

Attached Supporting Documents:

- Budget Amendments – General Fund Summary
- Budget Amendments – Other Funds Summary
- Proposed Budget Amendments

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Fiscal Implications:

Administrative Recommendation: Vote to approve proposed budget amendments as presented.

Contact Person: Dr. Joseph Waldron

ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
GENERAL FUND
July 8, 2024

	Approved budget	Proposed amendments	Proposed amended budget
GENERAL FUND:			
Revenues -			
Local	$ 44,245,773	$ 3,072	$ 44,248,845
State	97,229,630	-	97,229,630
Federal	4,191,000	-	4,191,000
Total	145,666,403	3,072	145,669,475
Expenditures -			
Instruction	77,270,718	(481,622)	76,789,096
Instructional Resources and Media Services	2,043,288	-	2,043,288
Curriculum and Instructional Staff Development	2,491,718	(15,327)	2,476,391
Instructional Leadership	3,129,852	(2,400)	3,127,452
School Leadership	9,385,048	(295)	9,384,753
Guidance, Counseling and Evaluation Services	6,122,643	(840)	6,121,803
Social Work Services	642,297	-	642,297
Health Services	1,348,092	-	1,348,092
Student Transportation	5,728,543	-	5,728,543
Extracurricular Activities	5,590,043	3,556	5,593,599
General Administration	5,868,667	-	5,868,667
Plant Maintenance and Operations	17,211,298	-	17,211,298
Security and Monitoring Services	1,374,073	-	1,374,073
Data Processing Services	5,980,786	500,000	6,480,786
Community Services	880,126	-	880,126
Debt Services	2,628,803	-	2,628,803
Facilities Acquisition and Construction	2,071,303	-	2,071,303
Payments to JJAEP	100,000	-	100,000
Intergovernmental Charges	650,000	-	650,000
Total	150,517,298	3,072	150,520,370
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ (4,850,895)	$ -	$ (4,850,895)

Summary of Change in Budgeted Fund Balance:

2022-23 Original Budgeted Deficit	(2,641,483)
Ice Breaker Softball Tournament Net Proceeds to AHS/CHS	(4,670)
Abilene Cross Country Invitational Hosted by AHS/CHS	(3,618)
Halloween Girls Gold Tournament 2023 Profit split to AHS/CHS	(498)
Bev Ball Volley Tournament 2023 Profit split to AHS/CHS Volleyball supplies	(1,388)
FY23 Outstanding Purchase Orders rolled to FY24	(3,816,368)
Reverse budget for FY23 rolled PO's paid in FY23	1,626,525
Ice Breaker Softball Tournament Net Proceeds to AHS/CHS	(5,010)
FY23 Outstanding PO Rolled to FY24 PO362694	(885)
FY23 Outstanding PO Rolled to FY24 PO369531	(3,500)
	$ (4,850,895)

ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
STUDENT NUTRITION FUND
July 8, 2024

	Approved budget	Proposed amendments	Proposed amended budget
FOOD SERVICE FUND:			
Revenues -			
Local	$ 3,882,135	$ -	$ 3,882,135
State	365,427	-	365,427
Federal	7,917,399	-	7,917,399
Total	12,164,961	-	12,164,961
Expenditures -			
Food Service	11,841,492	-	11,841,492
Plant Maintenance and Operations	119,106	-	119,106
Facilities Acquisition and Construction	-	-	-
Total	11,960,598	-	11,960,598
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ 204,363	$ -	$ 204,363

DEBT SERVICE FUND
July 8, 2024

	Approved budget	Proposed amendments	Proposed amended budget
DEBT SERVICE FUND:			
Revenues -			
Local	$ 17,462,137	$ -	$ 17,462,137
State	-	-	-
Total	17,462,137	-	17,462,137
Expenditures -			
Debt Service	17,462,137	-	17,462,137
Other Intergovernmental Charges	-	-	-
Total	17,462,137	-	17,462,137
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ -	$ -	$ -

ABILENE INDEPENDENT SCHOOL DISTRICT
SUMMARY OF PROPOSED BUDGET AMENDMENTS
INTERNAL SERVICE FUND (WORKERS COMP)
July 8, 2024

	Approved budget	Proposed amendments	Proposed amended budget
INTERNAL SERVICE FUND:			
Revenues -			
Local	$ 640,000	$ -	$ 640,000
Total	640,000	-	640,000
Expenditures -			
General Administration	640,000	-	640,000
Total	640,000	-	640,000
Other Resources	-	-	-
Other Uses	-	-	-
Excess Revenues Over/(Under) Expenditures	$ -	$ -	$ -

Abilene Independent School District Board Document - Agenda Item VII.B Meeting

Date: July 8, 2024 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Monthly Financials

Background Information**:** Attached are May 2024 financial reports. Included is additional information concerning tax collections, payroll information.

Attached Supporting Documents: March's Monthly Financial Memo, General Fund Budget vs Actual, General Fund Comparison, Government Fund Type, ESSER Projection, Donations, Tax Collections, and Payroll Count Reports

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Dr. Joseph Waldron

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Memo

To: Dr. John Kuhn, Superintendent of Schools

CC: Dr. Joseph Waldron, Deputy Superintendent

From: Jennifer Hinds, Executive Director of Finance

Date: July 8, 2024

Re: May 2024 Financial Information

Attached are the financial reports for the General Fund for the month ended May 31, 2024 and additional supplemental information for your review.

Revenues

The cumulative percent of current tax collections through May remained a little below the same nine month period last year (85.89% vs 89.37%). At the end of May, $8.47M of second half payments were still outstanding and due by the end of June. There were no unexpected or other significant changes in local revenues from April.

Through the 6th six weeks, year-end attendance projections are likely to fall short of the budgeted expectations. Regular ADA is projected to be down as compared to budgeted ADA. Budgeted State Foundation revenue and Available School Fund revenue is also recognized equally each month for financial statement purposes rather than recognizing actual receipts which are received in varying amounts throughout the year. As each grading period attendance information is received, the state revenue budget is reviewed.

Expenditures

Total year-to-date expenditures for the month ended May 2024 were $116,915,899 or 77.68% of the expenditure budget as we have completed the ninth month (75% average). Payroll cost are within expectations with 81.11% of the total $117.2M budget expended. Most expenditures categories on the major function level are trending as expected compared to the current fiscal year budget. Below are specific Function Codes whose actual expenditures are higher than the expected budget percentage.

Extracurricular Activities (FC 36) expenditures are at 82.22% of budget. Expenditure increase is due to increased student travel and increased contract services costs. Expenses will begin to level now that school has ended.

Social Work Services (FC 32) expenditures are at 95.28% of budget. Expenditure increase is due to continued increase in contract services costs.

Facilities Acquisition and Construction (FC 81) expenditures are at 88.39% of budget. Expenditure increase is due to project completion costs associated with Shotwell Press Box, Abilene High Indoor Turf Facility and Cooper High School Indoor Turf Facility.

Juvenile Justice program (FC 95) expenditures are at 177.05% of budget. Expenditures are elevated due to the increased students attending Taylor County learning center. Expenses will begin to level now that school has ended.

At this time, increases are not significant and are justifiable. Budget to actuals will continue to be monitored throughout the remainder of the year to ensure budgeted expectations are met.

If you have any questions, please contact me.

Abilene Independent School District
Revenues and Expenditures - Comparison
General Fund
Periods Ended May 2024 and 2023

	Year to Date				Increase/	
	2023	Encumbr.	Actuals	2024	(Decrease)	%
REVENUES						
Local	$ 42,330,077	$ -	$ 32,517,659	$ 32,517,659	$ (9,812,418)	-23.18%
State	64,408,176	-	63,288,881	63,288,881	(1,119,295)	-1.74%
Federal	3,170,921	-	2,294,614	2,294,614	(876,307)	-27.64%
Total Revenues	109,909,174	-	98,101,154	98,101,154	(11,808,020)	-10.74%
EXPENDITURES						
Instruction	$ 65,471,556	$ 303,871	$ 62,923,457	$ 63,227,328	$ (2,244,228)	-3.43%
Instructional Resources and Media Services	1,725,000	28,160	1,611,613	1,639,773	(85,227)	-4.94%
Curriculum and Instructional Staff Development	1,856,478	661,303	1,425,672	2,086,975	230,497	12.42%
Instructional Leadership	2,196,854	3,944	2,279,391	2,283,335	86,481	3.94%
School Leadership	7,303,102	22,129	7,025,797	7,047,926	(255,176)	-3.49%
Guidance, Counseling and Evaluation Services	4,792,827	4,069	4,830,529	4,834,598	41,771	0.87%
Social Work Services	624,559	1,274	589,489	590,763	(33,796)	-5.41%
Health Services	1,156,791	8,914	1,048,208	1,057,122	(99,669)	-8.62%
Student Transportation	5,580,231	419,386	4,648,060	5,067,446	(512,785)	-9.19%
Extracurricular Activities	5,821,343	186,853	4,608,000	4,794,853	(1,026,490)	-17.63%
General Administration	4,327,878	210,080	4,435,396	4,645,476	317,598	7.34%
Facilities Maintenance and Operations	11,718,796	395,266	12,924,325	13,319,591	1,600,795	13.66%
Security and Monitoring Services	937,728	44,618	1,086,691	1,131,309	193,581	20.64%
Data Processing Services	4,959,878	1,191,629	3,538,753	4,730,382	(229,496)	-4.63%
Community Services	487,255	22	507,320	507,342	20,087	4.12%
Debt Services	1,571,034	5,152	1,322,184	1,327,336	(243,698)	-15.51%
Facilities Acquisition and Construction	19,640,425	150,146	1,388,901	1,539,047	(18,101,378)	-92.16%
Juvenile Justice Program	100,675	-	177,045	177,045	76,370	75.86%
Intergovernmental Charges	567,286	-	545,069	545,069	(22,217)	-3.92%
Total Expenditures	140,839,695	3,636,816	116,915,900	120,552,716	(20,286,979)	-14.40%
OTHER						
Sources	$ 85,804	-	-	-	$ (85,804)	-100.00%
Uses	-	-	-	-	-	#DIV/0!
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(30,844,717)	(3,636,816)	(18,814,746)	(22,451,562)	8,393,155	
EXPENDITURES BY OBJECT CODE:						
Payroll	$ 96,415,055	$ -	$ 95,110,521	$ 95,110,521	$ (1,304,534)	-1.35%
Purchased and Contracted Services	10,996,012	1,486,305	9,360,947	10,847,252	(148,760)	-1.35%
Supplies and Materials	6,796,174	1,105,568	4,914,088	6,019,656	(776,518)	-11.43%
Miscellaneous Expenditures	2,895,972	84,434	4,447,501	4,531,935	1,635,963	56.49%
Debt Service	1,571,034	5,152	1,322,184	1,327,336	(243,698)	-15.51%
Capital Outlay	22,165,448	955,357	1,760,661	2,716,018	(19,449,430)	-87.75%
Total Expenditures	140,839,695	3,636,816	116,915,900	120,552,716	(20,286,979)	-14.40%

Abilene Independent School District
Revenues and Expenditures - Budget vs. Actual
General Fund
Period Ending May 2024

	Amended Budget	Year To Date	Difference	%
REVENUES				
5700s - Local	$ 44,244,741	$ 32,517,659	$ (11,727,082)	73.49%
5800s - State	97,229,630	63,288,881	(33,940,749)	65.09%
5900s - Federal	4,191,000	2,294,614	(1,896,386)	54.75%
Total Revenues	$ 145,665,371	$ 98,101,155	$ (47,564,216)	67.35%
EXPENDITURES				
11 - Instruction	$ 77,914,368	$ 62,923,457	$ 14,990,911	80.76%
12 - Instructional Resources and Media Services	2,043,431	1,611,613	431,818	78.87%
13 - Curriculum and Instructional Staff Development	2,358,140	1,425,672	932,468	60.46%
21 - Instructional Leadership	3,129,852	2,279,391	850,461	72.83%
23 - School Leadership	9,372,419	7,025,797	2,346,622	74.96%
31 - Guidance, Counseling and Evaluation Services	6,134,166	4,830,529	1,303,637	78.75%
32 - Social Work Services	618,722	589,489	29,233	95.28%
33 - Health Services	1,348,092	1,048,208	299,884	77.75%
34 - Student Transportation	5,727,511	4,648,060	1,079,451	81.15%
36 - Extracurricular Activities	5,604,509	4,608,000	996,509	82.22%
41 - General Administration	5,868,667	4,435,396	1,433,271	75.58%
51 - Facilities Maintenance and Operations	17,211,298	12,924,325	4,286,973	75.09%
52 - Security and Monitoring Services	1,374,073	1,086,691	287,382	79.09%
53 - Data Processing Services	5,980,786	3,538,753	2,442,033	59.17%
61 - Community Services	880,126	507,320	372,806	57.64%
71 - Debt Service	2,628,803	1,322,184	1,306,619	50.30%
81 - Facilities Acquisition and Construction	1,571,303	1,388,901	182,402	88.39%
95 - Juvenile Justice Program	100,000	177,045	(77,045)	177.05%
99 - Intergovernmental Charges	650,000	545,069	104,931	83.86%
Total Expenditures	$ 150,516,266	$ 116,915,899	$ 33,600,367	77.68%
OTHER				
7900s - Sources	-	-	-	N/A
8900s - Uses	-	-	-	N/A
EXCESS REVENUES AND OTHER RESOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	$ (4,850,895)	$ (18,814,744)	$ (23,665,639)	
EXPENDITURES BY OBJECT CODE:				
6100s - Payroll	$ 117,262,568	$ 95,110,520	$ 22,152,048	81.11%
6200s - Purchased and Contracted Services	14,134,837	9,360,947	4,773,890	66.23%
6300s - Supplies and Materials	8,291,816	4,914,088	3,377,728	59.26%
6400s - Miscellaneous Expenditures	4,946,386	4,447,501	498,886	89.91%
6500s - Debt Service	2,628,803	1,322,184	1,306,619	50.30%
6600s - Capital Outlay	3,251,856	1,760,661	1,491,195	54.14%
Total Expenditures	$ 150,516,266	$ 116,915,899	$ 33,600,367	77.68%

Abilene Independent School District
Revenues and Expenditures
Governmental Fund Types
Period Ending May 2024

		Revenues/ Other Resources	Expenditures/ Other Uses	Revenues Over/(Under) Expenditures
General Fund:				
190	Shotwell Complex	$ 563,300	513,488	$ 49,812
191	FY22 Board Approved Capital Projects	-	1,903,376	(1,903,376)
197	Extracurricular (beyond District)	50,433	397,504	(347,071)
199	General Operating	97,487,422	114,101,531	(16,614,109)
	Total	$ 98,101,155	$ 116,915,899	$ (18,814,744)
Special Revenue Fund:				
205	Head Start	2,049,061	2,356,684	(307,623)
206	McKinney Vento Grant	21,567	81,677	(60,110)
211	ESEA Title I	2,666,327	4,312,412	(1,646,085)
224	IDEA-B Formula	2,223,240	4,047,750	(1,824,510)
225	IDEA-B Preschool	95,349	124,109	(28,760)
226	IDEA-B Discretionary Deaf	30,756	34,679	(3,923)
240	Food Service	9,847,447	8,521,095	1,326,352
242	Summer Feeding	60	15,927	(15,867)
244	Carl Perkins-Vocational Education	199,970	196,499	3,471
255	ESEA Title II, TPTR	283,116	353,438	(70,322)
263	Title III	44,757	45,509	(752)
279	TCLASS ESSER III	9,565	13,178	(3,613)
280	ARP II Homeless COVID Recovery		38,772	(38,772)
281	JROTC Department of Defense		818	(818)
282	ESSER III	4,640,733	4,698,503	(57,770)
284	IDEA-B Forumula ARP (ESSER)		7,789	(7,789)
285	IDEA-B Preschool, ARP		18,579	(18,579)
288	Early Head Start	2,145,995	2,485,082	(339,087)
289	Title IV, Part A - SSAEP	240,680	354,858	(114,178)
309	Adult Education-Federal	566,137	634,223	(68,086)
312	Temp. Assistance for Needy Families-Federal	37,035	45,675	(8,640)
379	ARP Homeless I_TEHCY Supplemental	27,435	121,923	(94,488)
410	Textbook	39,644	51,814	(12,170)
412	Childcare Services	38,053	58,440	(20,387)
429	State Funded Special Revenue Funds	66,611	534,406	(467,795)
431	Adult Education-State	87,176	111,665	(24,489)
435	Deaf Ed - State	14,980	1,837	13,143
461	Campus Activity Fund	221,359	208,653	12,706
480	Partners In Education		-	-
481	Holland Medical HS Community Donation		378	(378)
487	Dodge Jones	15,000	-	15,000
488	Dian Graves Owen	7,500	2,491	5,009
489	Abilene Education Foundation	153,815	188,709	(34,894)
492	Kids Learning Together	66,850	101,350	(34,500)
493	Homeless Supply Program	16,495	9,010	7,485
496	Regional Day School for the Deaf-Local	217,581	200,202	17,379
499	Other	10,856	3,561	7,295
	Total	$ 26,085,150	$ 29,981,695	$ (3,896,545)
Debt Service Fund:				
599	Debt Service	$ 17,858,336	$ 13,418,429	$ 4,439,907
Capital Projects Fund:				
620	Capital Projects-2019 Bonds	$ -	$ -	$ -

Abilene Independent School District
Revenues and Expenditures - Projection
ESSER I, II, & III
As of May 2024

	Actuals As of Fiscal Year 19*	240	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Actuals as of 45,322	Encumbrances As of 1/31/2024	Remaining Payroll Projection FY 2023	FY 2024	Total Payroll Projection	Grand Total	Budget Per TEAL	Difference
ESSER I - CARES Fund 266 Grant End Date: 09/30/2022															
REVENUES															
5900s - Revenue - Direct Cost	-	-	-	3,777,770	-			3,777,770	-	-	-	-	3,777,770	3,853,117	75,347
5900s - Revenue - Indirect Cost			-	192,347	-			192,347	-	-	-	-	192,347	117,000	(75,347)
Indirect Claimed				192,347											
Indirect Earned					-										
Total Revenues	-	-	-	3,970,117	-	-		3,970,117	-	-	-	-	3,970,117	3,970,117	-
EXPENDITURES															
6100s - Payroll	-	-	-	3,764,959	-			3,764,959	-	-	-	-	3,764,959	3,751,507	(13,452)
199 Salary reclass	-	-	-	3,764,959	-			3,764,959	-	-	-	-	3,764,959		
	-	-	-	-	-			-	-	-	-	-	-		
	-	-	-	-	-			-	-	-	-	-	-		
			-												
6200s - Contracted Services	-	-	-	12,811	-			12,811	-	-	-	-	12,811	35,000	22,189
6300s - Supplies and Materials	-	-	-	-	-			-	-	-	-	-	-	66,610	66,610
6400s - Miscellaneous Expenditures	-	-	-	-	-			-	-	-	-	-	-		-
Total Expenditures	-	-	-	3,777,770	-	-		3,777,770	-	-	-	-	3,777,770	3,853,117	75,347
RECONCILING ITEMS															
Indirect Cost	-	-	-	192,347	-	-		192,347	-	-	-	-	192,347	117,000	(75,347)
Difference	-	-		-	-			-	-	-	-	-	-	-	-
ESSER II - CRRSA Fund 281 Grant End Date 09/30/2023															
REVENUES															
5900s - Revenue - Direct Cost	-	-	-	4,862,807	11,582,604			16,445,411	-	-	-	-	16,445,411	16,233,507	(211,904)
5900s - Revenue - Indirect Cost	-	-	-	667,031	1,620,406			2,287,437	-	-	-	-	2,287,437	2,499,341	211,904
Indirect Claimed				667,031	1,355,998										
Indirect Earned					264,408.12										
Total Revenues	-	-	-	5,529,838	13,203,010	-		18,732,848	-	-	-	-	18,732,848	18,732,848	(0)
EXPENDITURES															
6100s - Payroll	-	-	-	4,862,807	9,142,544			14,005,351	-	-	-	-	14,005,351	10,250,000	(3,755,351)
PR_non-covid stipend	-	-		4,862,807	7,118,465				-	7,177,156	7,177,156				
COVID vaccine incentive	-	-		-	2,024,079				-	-	-				
6200s - Contracted Services	-	-	-	-	31,131			31,131	-	-	-	-	31,131	1,800,407	1,769,276
6300s - Supplies and Materials	-	-	-	-	2,408,929			2,408,929	-	-	-	-	2,408,929	4,175,050	1,766,121
6400s - Miscellaneous Expenditures	-	-	-	-	-			-	-	-	-	-	-	8,050	8,050
Total Expenditures	-	-	-	4,862,807	11,582,604	-		16,445,411	-	-	-	-	16,445,411	16,233,507	(211,904)
RECONCILING ITEMS															
Indirect Cost	-	-	-	667,031	1,620,406	-		2,287,437	-	-	-	-	2,287,437	2,499,341	211,904
Difference	-	-		-	-			-	-	-	-	-	-	-	-
ESSER III - ARP Fund 282 Grant End Date 09/30/2024															
REVENUES															
5900s - Revenue - Direct Cost	936,299	231,213	1,167,512	2,276,627	10,684,755	14,769,066	4,700,503	33,598,464	-	-	4,193,992	4,193,992	37,792,455	38,237,626	445,171
5900s - Revenue - Indirect Cost	122,805	30,326	161,935	303,078	1,496,995	2,091,466	238,979	4,292,452	-	-	-	-	4,292,452	3,847,281	(445,171)
Indirect Claimed															
Indirect Earned						2,091,465.81	238,979.00								
Total Revenues	1,059,104	261,539		2,579,705	12,181,750	16,860,532	4,939,482	37,890,916	-	-	4,193,992	4,193,992	42,084,908	42,084,907	-
EXPENDITURES															
6100s - Payroll	729,822	231,213	961,036	566,742	8,736,487	13,077,023	4,698,503	28,039,791	-	-	4,193,992	4,193,992	32,233,782	33,346,363	1,112,581
PR_other	729,822	231,213	961,036	566,742	6,439,264	7,972,537	4,698,503	20,638,082	-	-	4,193,992	4,193,992	24,832,074		
Retention Stipend @ $1,000 per per	-	-		-	2,297,223	4,651,983	-	6,949,206	-	-	-	-	6,949,206		
ESSER II excess moved to ESSER III	-	-		-	-		-	-	-	-	-	-	-		
Summer School						452,503	-	452,503		-		-	452,503		
								-							
6200s - Contracted Services	-	-	-	917,970	952,499	228,529	2,000	2,100,998	-	-	-	-	2,100,998	1,809,407	(291,591)
6300s - Supplies and Materials	206,477	-	206,477	791,916	989,792	1,462,841	-	3,451,026	-	-	-	-	3,451,026	3,073,827	(377,199)
6400s - Miscellaneous Expenditures	-	-	-	-	5,977	672	-	6,649	-	-	-	-	6,649	8,029	1,380
Total Expenditures	936,299	231,213	1,167,512	2,276,627	10,684,755	14,769,066	4,700,503	33,598,464	-	-	4,193,992	4,193,992	37,792,455	38,237,626	445,171
RECONCILING ITEMS															
Indirect Cost	122,805	30,326	161,935	303,078	1,496,995	2,091,466	238,979	4,292,452	-	-	-	-	4,292,452	3,847,281	(445,171)
Difference	-	-		-	-	-	-	-	-	-	-	-	-	-	1

Abilene ISD
Monthly Donations Report
May 2024

Date	Campus/Department	Donor Name	Donor Address	Value	Description of Donation	Purpose of Donation	Fund
	ATEMS - Construction	Big Country Home					
5/6/2024	& Electrical	Builders Association	4398 Crawford Dr (02)	$ 3,500.00	Monetary	Educational needs for Stu	461
5/15/2024	CHS	Anonymous	Anonymous	$ 15,000.00	Monetary	Stu Co Chinle Program	485
5/15/2024	Clack	Condley & Company LLP	PO Box 2993 (04)	$ 500.00	Monetary	Choir Banquet	865
5/15/2024	Clack	McCoy Building Supply	PO Box 1028, San Angelo 786	$ 200.00	Monetary	Choir Banquet	865
5/22/2024	Bonham	Prime Timers of PDBC	701 S Pioneer Dr (05)	$ 1,000.00	Monetary	School Needs	461
5/21/2024	Clack	Abilene Teacher FCU	PO Box 5706 (08)	$ 500.00	Monetary	Choir Banquet	865
5/22/2024	AHS	AHS Choir Booster Club	2800 N 6th St (03)	$ 1,032.00	Monetary	Transportatoin cost for Ch	199

ABILENE INDEPENDENT SCHOOL DISTRICT
SUPPLEMENTAL INFORMATION
PERIOD ENDED MAY 31, 2024

TAX COLLECTIONS - current:

	2023-24 Cumulative tax collections		2022-23 Cumulative tax collections		Variance Compared to Tax Levy (Cumulative)	
	Amount	Percent	Amount	Percent	Amount	Percent
Tax levy	$ 60,039,293	100.00%	$ 70,497,815	100.00%		
September	-	0.00%	-	0.00%	-	0.00%
October	1,191,850	1.99%	3,747,270	5.32%	(2,002,241.00)	-3.33%
November	8,481,229	14.13%	11,514,718	16.33%	(1,323,187.00)	-2.20%
December	27,674,626	46.09%	35,505,851	50.36%	(2,561,162.00)	-4.27%
January	43,950,152	73.20%	52,276,671	74.15%	(568,984.00)	-0.95%
February	50,084,059	83.42%	61,086,020	86.65%	(1,939,989.00)	-3.23%
March	50,626,483	84.32%	61,982,871	87.92%	(2,160,064.00)	-3.60%
April	51,119,984	85.14%	62,402,405	88.52%	(2,026,798.00)	-3.38%
May	51,570,214	85.89%	63,001,653	89.37%	(2,086,902.00)	-3.48%
June	-	0.00%	67,358,259	95.55%	(57,367,545.00)	-95.55%
July	-	0.00%	68,293,628	96.87%	(58,160,063.00)	-96.87%
August	-	0.00%	68,713,719	97.47%	(58,520,299.00)	-97.47%

This information will be used to track District tax collections. Any significant deviations would potentially warrant an adjustment to the District budget. Taxes are officially levied on October 1. As a result, there are no current collections during the month of September each year. Tax collections become delinquent on January 31.

ABILENE INDEPENDENT SCHOOL DISTRICT
SUPPLEMENTAL INFORMATION
PERIOD ENDED MAY 31, 2024

NUMBER OF PAYROLL CHECKS AND DIRECT DEPOSITS:

	2023-24 Payroll checks/direct deposits	2022-23 Payroll checks/direct deposits	Net Change
September	2,352	2,526	(175)
October	2,362	2,518	(157)
November	2,372	2,513	(141)
December	2,388	2,520	(133)
January	2,397	2,486	(89)
February	2,418	2,489	(72)
March	2,409	2,494	(85)
April	2,382	2,467	(85)
May	2,368	2,454	(86)
June		2,437	(2,437)
July		2,403	(2,403)
August		-	-

This information is presented to determine if there are any significant fluctuations in the number of employees being paid in any given month. It only includes regular employees from all funding sources, but not any substitutes.

Abilene Independent School District Board Document - Agenda Item VII.C.

Meeting Date: July 8, 2024 Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: June 2024 Minutes

Background Information**:**

Attached Supporting Documents:

- June 6, 2024 – Workshop Meeting Minutes
- June 10, 2024 – Regular Meeting Minutes
- June 20, 2024 – Special Called Meeting Minutes

Fiscal Implications:

Administrative Recommendation:
Approve minutes as presented.

ABILENEISD
CONNECT • LEAD • SUCCEED

Contact Person:
Robin Jones, Administrative Assistant to the Superintendent and Board of Trustees

Minutes of the June 6, 2024,
Workshop Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop Meeting at 5:00 p.m., June 6, 2024, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mr. Daryl Zeller, President of the Board of Trustees, called the meeting to order at 5:04 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mr. Daryl Zeller, President; Mrs. Cindy Earles, Vice President; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, and Mr. Rodney Goodman.
Members absent: Mrs. Angie Wiley, Secretary, and Mr. Derek Hood.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Dr. Ketta Garduno, Associate Superintendent for Academics and Student Supports; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees.

I. Call to Order

A. Oral Communication from the Public

Mr. Daryl Zeller asked if anyone wishing to address the Board had completed a public comment card. There was none.

B. Board/Superintendent Announcements/Information

Dr. John Kuhn gave the following announcements:

- June 10, 2024 at 3:15 – Board Photo
- June 10, 2024 at 3:30 – Board Reception
- June 10, 2024 at 4:30 – Regular Board Meeting

II. Board Workshop Items

A. Teacher Incentive Allotment Presentation

Ms. Kimberly Brumley, Executive Director for Federal Programs and District Planning, presented a report that summarized the history and growth of the Abilene ISD Teacher Incentive Allotment program. Including our most recent additions, the district now celebrates 58 designees who generated allotments to the district totaling $766,504. Participating campuses have grown from five in 2020-2021 to sixteen for 2024-2025.

B. Budget Workshop

Dr. Joseph Waldron made a presentation that is in a series of Budget Workshops aimed at informing the Board as the FY 25 budget and tax rates are being prepared. This presentation focused on the overall revenue and expenditure picture, particularly the unique components of payroll, non-payroll, cuts that have been implemented already and challenges we are facing. Mr. Rodney Goodman asked that the Board be provided a report showing the adopted budget vs. actual budget for the past 4-5 years. He also requested a report of current payroll with step raises included.

C. Compensation Presentation

Mrs. Alison Sims presented a review of the bottom line costs of our proposed pay increases, a plan for additional stipends for hard to find and keep positions, plus information regarding our insurance plans. Dr. Danny Wheat requested a report of stipends broken down by position currently and proposed. Mr. Rodney Goodman also requested results of the TASB stipend survey.

D. Office of Innovation Update

Dr. Karen Munoz, Executive Director for Innovation and Program Development, presented that Abilene ISD has been an innovative district for several years as evidenced by the development of the Academy for Technology, Engineering, Math, and Science; Holland Medical; the Center for Innovation at McMurry; the LIFT Center; and most recently Stafford Elementary. The Office of Innovation is dedicated to supporting campuses with innovative ideas and providing time and resources to help with those innovations. With the opportunity to join the System of Great Schools, we are continuing to be an innovative district. Abilene ISD was awarded two grants through the LASO grant program. The first grant was the Strong Foundations Planning Grant and the School Action Fund Redesign-STEM Planning Grant. Both grants are planning grants for the 2024-2025 school year with the option of applying for implementation grants in the 2025-2026 school year. In addition, AISD is exploring the possibility of partnering with Hardin-Simmons University to support Ortiz Elementary. This presentation provided an update of the progress we are making in these areas. Dr. Munoz also stated that Lone Star Governance Training is required for all board members. The Board agreed that the training should be scheduled for August 23-24, 2024, at a place to be determined.

E. Discipline and Behavior Supports

Dr. Gustavo Villanueva, along with Mrs. Debra Stewart (Craig Middle School Principal), presented that the District Behavior Supports Committee recently evaluated the current behavioral support framework within our schools, identifying both effective strategies and areas for improvement. Composed of teachers and administrators from each

campus, the committee was formed to review AISD's discipline and behavior supports and provide feedback on what is working, what is not working, and what is needed. Each district campus was represented by members nominated by their respective principals. Over two weeks, the committee met for three sessions, each lasting one and a half hours, to review district disciplinary and behavior support programs and processes. They compiled lists of strengths, weaknesses, and requirements for improvement. The committee was organized into groups by grade bands (Pre-K through 2nd grade, 3rd-5th grade, Middle School, High School) to provide feedback tailored to the specific needs of each grade level. Additionally, members were encouraged to consult with their colleagues on campus to gather any additional feedback that might have been overlooked. Participants worked diligently and productively within their groups to identify common themes. This presentation included a summary of their feedback.

III. Agenda for Regular Meeting June 10, 2024

Mr. Daryl Zeller asked if there were any questions for staff related to any of the agenda items for the June 10 Regular Meeting. There were none.

A. Installation of Newly Elected Board Members
B. Consent Agenda Items for June 10, 2024
   I. Finance: April Financials and Budget Amendments
   II. Approval of Minutes
   III. Annual Review and Approval of District Investment Policy CDA
   IV. Required Professional Development Plan 2024-2025
   V. Business Procedures Manual
C. Reports
   I. Fine Arts Department
   II. Athletics Department
D. Business Items Requiring Board Action
   I. The Board will consider approval of Board Policy CV (LOCAL) Update.
   II. The Board will consider approval of HVAC replacement at Hartford.
   III. The Board will consider approval of the ranking of bidders for Proposal #018, 23-24 regarding Parking Improvements at Jefferson Technology Center.
   IV. The Board will consider naming the Shotwell Annex after Coach John McCabe.

IV. Closed Session: Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/or Privileged Legal Advice (Section 551.071) including Hendrick v. Abilene ISD, et al. lawsuit.

Mr. Daryl Zeller stated that the Board would move into Closed Session, which was held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, Section 551.082, and Section 551.0821. The time was 6:57 p.m.

V. Reconvene from Closed Session

The Board reconvened from Closed Session at 8:17 p.m.

VI. The Board may take action relevant to Items Covered During Closed Session.

Mr. Daryl Zeller asked if there was a motion regarding items covered in Closed Session. Mr. Rodney Goodman made a motion to provide payment to Hendrick Health for settlement of claims and to authorize the Superintendent to negotiate, finalize, and execute any agreement entered into with Hendrick Health regarding same. The motion was seconded by Dr. Danny Wheat and passed 5-0.

Ayes: Zeller, Earles, Goodman, Enriquez, and Wheat
Nays: None
Absent: Hood and Wiley

VII. Adjournment

There being no further business, the meeting adjourned at 8:18 p.m.

APPROVED:

_____

President

ATTEST:

_____

Secretary

Minutes of the June 10, 2024,
Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Regular Meeting at 4:30 p.m., June 10, 2024, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mr. Daryl Zeller, President of the Board of Trustees, called the meeting to order at 4:33 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mr. Daryl Zeller, President; Mrs. Cindy Earles, Vice President; Mrs. Angie Wiley, Secretary; Mr. Bill Enriquez, Assistant Secretary, Dr. Danny Wheat, Mr. Derek Hood, and Mr. Rodney Goodman. Members absent: None.

Administrators present for all or part of the meeting: Dr. John Kuhn, Superintendent; Dr. Joseph Waldron, Deputy Superintendent; Dr. Ketta Garduno, Associate Superintendent for Academics and Student Supports; Mrs. Alison Sims, Associate Superintendent for the Development of Human Resources; Dr. Gustavo Villanueva, Associate Superintendent for Student Services; Dr. Jordan Ziemer, Director of Communications; and Mrs. Robin Jones, Assistant to the Superintendent and Board of Trustees.

I. Call to Order

II. Installation of Newly Elected Board Members

Mr. Daryl Zeller asked Dr. Taylor Tidmore, Mr. Rodney Goodman, Mr. Blair Schroeder, and Mrs. Angie Wiley to come up to the front of the board table to take their Oath of Office. Mrs. Robin Jones administered the Oath of Office for the following:

- Dr. Taylor Tidmore – Place 1
- Mr. Rodney Goodman – Place 2
- Mr. Blair Schroeder – Place 3
- Mrs. Angie Wiley – Place 7

Dr. John Kuhn thanked Mr. Daryl Zeller and Mr. Derek Hood for their years of service and presented them with stainless steel plaques that were made by students at The LIFT in the Welding Program and Makerspace. The new board members took their seats at the board table.

III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Dr. John Kuhn announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 4:41 p.m.

A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
   I. Professional Employment Contracts
B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice (Section 551.071)
C. The Board may discuss matters of Safety and Security. (Section 551.076)
D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)

IV. Reconvene from Closed Session (Approximately 6:00 p.m.)

The Board reconvened at 6:08 p.m.

A. Invocation

Mrs. Cindy Earles called on Mrs. Alison Camp, Executive Director for Student Services, to give the invocation and lead the pledges.

B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
C. Board/Superintendent Announcements

Dr. John Kuhn made the following announcements:

- STAAR scores have been received.
- Several campuses received Triple Star award for improvements.
- Special Called meeting will be scheduled next week to hire the new Ortiz principal.

V. Organization of Board of Trustees - Election of Officers

Mrs Cindy Earles asked if there was a motion regarding the Officers for the Abilene ISD Board of Trustees. Mr. Blair Schroeder made a motion that the Officers for the Abilene ISD Board of Trustees be as follows:

- President – Mrs. Angie Wiley
- Vice President – Mr. Rodney Goodman
- Secretary – Mrs. Cindy Earles

- Assistant Secretary – Mr. Bill Enriquez

The motion was seconded by Dr. Danny Wheat and passed 7-0.
Ayes: Wheat, Tidmore,Goodman, Schroeder, Wiley, Earles, and Enriquez
Nays: None

VI. Recognitions

A. UIL State Academic Honorees

The honorees were unable to attend the meeting and will be recognized at a later time.

B. Athletics State Competitors

The state competitors were unable to attend the meeting and will be recognized at a later time.

C. AFJROTC Exemplary Service Awards

MSgt. USAF (Retired) Ron Deos, Aerospace Science Instructor and Drill Team Coach at Cooper High School, recognized students for being named inaugural winners of the Staff Sergeant Jeremy D. Smith Exemplary Service Award. The award recognized cadets who demonstrated exceptional leadership, dedication to their country, and service to their communities.

D. Teacher Incentive Allotment Recipients

Ms. Kimberly Brumley, Executive Director for Federal Programs and District Planning, recognized a number of teachers who qualified for designations at the Recognized, Exemplary, and Masters TIA levels based on excellent instruction and outstanding student growth results.

VII. Oral Communications from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had completed a public comment card. There were five.

- Mindy Morris – Thank you to the Board
- Anthony Williams – Sale of Woodson
- Derek Hood – Naming Shotwell Annex after Coach John McCabe
- Jenny Miller – Naming Shotwell Annex after Coach John McCabe
- Tami Fogle – Rights of Parents (Moms for Liberty group)

VIII. Consent Agenda

Mrs. Angie Wiley asked if there was a motion regarding the Consent Agenda. Mr. Rodney Goodman made a motion to approve the Consent Agenda as presented. Mr. Bill Enriquez seconded the motion and it passed 7-0.
Ayes: Enriquez, Schroeder, Goodman, Wiley, Earles, Tidmore, and Wheat
Nays: None

A. The Board will consider approval of the Budget Amendments.

B. The Board will consider accepting the April Financials.

C. The Board will consider approval of the Minutes of the May 2, 2024; Workshop Meeting; May 6, 2024, Regular Meeting; May 15, 2024, Special Called Meeting; and May 23, 2024, Special Called Meeting.

D. The Board will consider the Annual Review and Approval of District Investment Policy CDA.

E. The Board will consider approval of the Required Professional Development Plan 2024-2025.

F. The Board will consider approval of the Business Procedures Manual.

IX. Reports

A. Fine Arts Department

Mr. Clay Johnson, Executive Director for Fine Arts, shared a presentation detailing the various course offerings of the fine arts department. He also shared information about enrollment numbers, staffing, professional development, achievements, recognitions, and projects.

B. Athletics Department

Mr. Jim Garfield, Executive Director for Athletics, shared a presentation highlighting the 2023-24 school year. The information included team sports, individual sports, participation numbers, sixth grade pre-athletics, academic update, and professional development.

X. Business Items Requiring Board Action

A. The Board will consider approval of Board Policy CV (LOCAL) Update.

Dr. Joseph Waldron shared information from TASB LEGAL outlining recommended changes to the specific wording in CV (LOCAL) as approved by the board in April. TASB LEGAL recommends clarification pertaining to the delegation of authority for construction methodology selection. The draft of CV (LOCAL) clearly states that projects over $50,000 shall be submitted to the board for approval, and that projects below the $50,000 threshold shall be delegated to the Superintendent to determine the construction delivery method. Dr. Danny Wheat requested that these types of policies delegating authority to the Superintendent be reviewed every year.
Dr. Danny Wheat made a motion to approve the update to Board Policy CV (LOCAL) as amended to be reviewed annually prior to November 1st each year. The motion was seconded by Mr. Blair Schroeder and passed 6-1.

Ayes: Schroeder, Earles, Tidmore, Enriquez, Wiley, and Wheat.
Nays: Goodman

B. The Board will consider approval of HVAC replacement at Hartford.

Dr. Joseph Waldron presented information regarding the HVAC replacement at the Hartford Learning Annex which included a quote from Batjer Service for removal of the existing units and installation of two (2) new packaged HVAC units. The administration recommended the Board vote to proceed with this project using The Interlocal Purchasing System (TIPS), Comprehensive HVAC Job Order Contract 22010602.

Mrs. Cindy Earles made a motion to accept the quote from Batjer Service and authorize administration to negotiate a contract with Batjer Service to proceed with the removal of the existing units and installation of two (2) new packaged HVAC units for Hartford Learning Center Gymnasium per The Interlocal Purchasing System (TIPS) Comprehensive HVAC Job Order Contract 22010602. The Motion was seconded by Mrs. Angie Wiley and passed 7-0.

Ayes: Tidmore, Wheat, Schroeder, Wiley, Earles, Goodman, and Enriquez
Nays: None

C. The Board will consider approval of the ranking of bidders for Proposal #018, 23-24 regarding Parking Improvements at Jefferson Technology Center.

Dr. Joseph Waldron shared that the proposals for the Jefferson Parking Improvements were received and evaluated. The administration recommended the Board vote to rank the bidders in accordance with the ranking presented and award Proposal #018, 23-24 to Bontke Brothers Construction.

Mr. Rodney Goodman made a motion to accept the ranking and authorize the administration to enter into a contract for the Jefferson Parking Improvements, Proposal #018, 23-24. The motion was seconded by Mr. Blair Schroeder and passed 7-0.

Ayes: Schroeder, Goodman, Wiley, Tidmore, Enriquez, Wheat, and Earles
Nays: None

D. The Board will consider naming the Shotwell Annex after Coach John McCabe.

Dr. John Kuhn shared that previous Board member, Derek Hood, had requested the Board consider naming the Shotwell Annex which does not currently have an official name outside of its affiliation with Shotwell Stadium. The Board may consider renaming or naming school facilities according to Board Policy CW (LOCAL). Mr. Bill Enriquez asked the Superintendent to form a committee and gather possible names and bring the top three names back to the Board for consideration. After much discussion, Mr. Bill Enriquez made a motion to postpone the agenda item to name the Shotwell Annex after Coach John McCabe. Mr. Rodney Goodman seconded the motion and it passed 7-0.

Ayes: Earles, Wheat, Enriquez, Goodman, Wiley, Tidmore and Schroeder.
Nays: None

XI. The Board may take action relevant to Items Covered During Closed Session.

A. The Board will consider approval of Personnel Recommendations, if any.

B. Matters pertaining to Litigation, if any

C. Matters pertaining to Real Property, if any

D. Matters pertaining to Safety and Security, if any

E. Matters pertaining to Students, if any

XII. Adjournment

There being no further business, the meeting adjourned at 7:59 p.m.

APPROVED:

_____

President

ATTEST:

_____

Secretary

Minutes of the June 20, 2024,
Special Called Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Special Called Meeting at 12:00 p.m., June 20, 2024, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mrs. Angie Wiley, President of the Board of Trustees, called the meeting to order at 12:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mrs. Angie Wiley, President; Mr. Rodney Goodman, Vice President; Mrs. Cindy Earles, Secretary; Mr. Bill Enriquez, Assistant Secretary, and Mr. Blair Schroeder.

Trustees absent: Dr. Taylor Tidmore and Dr. Danny Wheat

Administrators present for all or part of the meeting: Dr. Joseph Waldron, Deputy Superintendent

I. Call to Order

II. Oral Communications from the Public

Mrs. Angie Wiley asked if anyone wishing to address the Board had filled out a public comment card. There was none.

III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Mrs. Angie Wiley announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 12:01 p.m.

A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
   I. Ortiz Elementary Principal
B. Consultation with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice (Section 551.071)
C. The Board may discuss matters of Safety and Security. (Section 551.076)

IV. Reconvene from Closed Session

The Board reconvened at 12:10 p.m.

V. The Board may take action relevant to Items Covered During Closed Session.

A. Matters pertaining to Personnel
   I. Ortiz Elementary Principal

Mrs. Angie Wiley asked if there was a motion regarding the Ortiz Elementary Principal. Mr. Rodney Goodman made a motion that the Board of Trustees accept the recommendation to offer a principal contract to Kimberly McCutcheon as Principal of Ortiz Elementary. The motion was seconded by Mr. Blair Schroeder and passed 5-0.

Ayes: Schroeder, Wiley, Earles, Goodman, and Enriquez
Nays: None
Absent: Tidmore and Wheat

B. Matters pertaining to Litigation, if any
C. Matters pertaining to Safety and Security, if any

VI. Adjournment

There being no further business, the meeting adjourned at 12:12 p.m.

APPROVED:

_____

President

ATTEST:

_____

Secretary

Abilene Independent School District Board Document - Agenda Item II.B

Meeting Date: July 8, 2024 Meeting Type: Combined Meeting

Item Type: Report Future Action Required: Yes If Yes, Month: July

Subject: Student Code of Conduct

Background Information**:**

Since this is not a legislative year, changes are minimal. Formatting and date changes were updated throughout the document. Specific and noteworthy changes are listed below:

- Page 8 – Added nicotine products to the prohibited items section

Attached Supporting Documents:

Board Slides of Student Code of Conduct

Student Code of Conduct 2024 - 2025

Parent and Student Handbook 2024 - 2025

Fiscal Implications:

None

ABILENEISD
CONNECT • LEAD • SUCCEED

Administrative Recommendation:

Approval of updated Student Code of Conduct

Contact Person:

Alison Camp

ABILENE ISD

CONNECT • LEAD • SUCCEED

Board of Trustees Meeting

July 8, 2024

ABILENE ISD

CONNECT • LEAD • SUCCEED

Student Code of Conduct

Alison Camp

Executive Director of Student Services

ABILENE ISD
CONNECT · LEAD · SUCCEED

Proposed Change

Added nicotine products to prohibited items

Questions?

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Abilene Independent School District Student Code of Conduct

2024-25 School Year

If you have difficulty accessing the information in this document because of disability, please contact Alison Camp, Executive Director of Student Services, at 677-1444.

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Alison Camp, Executive Director of Student Services, at 677-1444.

Purpose

The Student Code of Conduct ("Code of Conduct"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Abilene ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator's office and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Code of Conduct is adopted by the district's board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at http://www.abileneisd.org and on each campuses' website.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

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

The law enforcement duties of school resource officers are:

1. *Patrol assigned campus(es) and routes walking or driving within district jurisdiction.*
2. *Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.*
3. *Investigate criminal offenses that occur within district's jurisdiction.*
4. *Collect and preserve evidence for criminal investigations including witness statements and physical evidence.*
5. *Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.*
6. *Write effective legal incident reports.*
7. *Testify in court as needed.*

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

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.

Participation might include a speaking role, as established by district policy and procedures.

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.

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 24 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 17, **DAEP Placement** on page 18, **Placement and/or Expulsion for Certain Offenses** on page 26, and **Expulsion** on page 29, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 16.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 26.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 26.)
- Enter, without authorization, district facilities that are not open for operations.

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;
- 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;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Nicotine products
- Tobacco products, 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.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 26. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

HIGH SCHOOL Students are not permitted to possess electronic devices such as tablets, handheld games, viewing or listening devices (iPods, DVD/CD players, radios, camcorders, cameras, etc.) or pagers unless prior written permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. Students may carry cell phones and may use them during passing periods, but upon entering the classroom all phones must be out of sight and turned off or completely silenced. Cell phone use is permissible in the cafeterias and immediate patio areas around the cafeterias only during the student's designated lunch time. If a faculty or staff member sees or hears the prohibited use of a student's cell phone in any instructional building during non-passing periods, the phone may be taken up.

- The parent, legal guardian, or student may come to the office after school and retrieve the phone on the first offense for a $15 cash fee.
- On the second offense, there may be a $15 cash fee charged, and a parent or legal guardian must be the one who picks up the phone after school.
- On the third and subsequent offense(s), the parent or other legal guardian must retrieve the phone after school, there may be a $15 cash fee charged and the student may be assigned detention, ISS, or other consequences. This policy is in place during the student's instructional day.

If at any time, including permitted cell phone use in the hallways or cafeteria, a faculty member or administrator has reasonable suspicion of conduct violations or illegal activity using the cell phone or other electronic device, the device is subject to confiscation and a school administrator will be allowed access to the device, SIM card, memory card, battery, and all components for the device. If any evidence of illegal activity is found, the device and/or evidence may be turned over to law enforcement authorities, charges will be filed and legal action may be taken. If a phone or device is confiscated and held by school administration, it will be placed in a secure location. The district is not responsible for confiscated items that are misplaced, stolen, or damaged.

MIDDLE and ELEMENTARY SCHOOLS Students are not permitted to possess electronic devices such as tablets, games, viewing or listening devices (iPods, DVD/CD players, radios, camcorders, cameras, etc.) or pagers unless prior written permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. Students shall not use a cell phone or other communication device with phone, IM, and/or text messaging, or picture or video capturing capability such as a smart watch, at school or on school property during the instructional day. A student may possess a cell phone if it is turned off and placed in their backpack or in a secure location designated by the campus

(out of sight). If a student is in violation of the policy, they will be subject to disciplinary action which includes the phone to be retrieved by parent or legal guardian and a $15 fee.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 18 and **Expulsion** on page 29 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See **glossary** for "abuse.")
- Abuse over-the-counter drugs. (See **glossary** for "abuse.")
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

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.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 17.
- Placement in a DAEP, as specified in DAEP on page 18.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 26.
- Expulsion, as specified in **Expulsion** on page 29.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, 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 the policy may be obtained from the principal's office, the CBC's office, or the central administration office.

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).

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

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

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

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

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

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

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

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

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

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

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

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

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary.)**
- Involvement in criminal street gang activity. (See **glossary.)**
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 29.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 29.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see **glossary**),
2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

*This information is subject to change per Abilene ISD's District of Innovation Plan.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the CBC's office, the central administration office, or at www.abileneisd.org.

Appeals regarding the decision to place a student in a DAEP should be addressed to the Executive Director of Student Services, as the Board's designee, whose decision shall be final in accordance with policy FOC (LEGAL) http://pol.tasb.org/Policy/Code/1118?filter=FOC.

All other complaints related to discipline, other than the DAEP placement decision, should be addressed in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or online at http://pol.tasb.orgPolicy/Code/1118?filter-FNG. These complaints shall begin at Level 1 with the lowest level administrator who has authority to provide a resolution. (The Board encourages resolution of complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.)

The district shall not delay disciplinary consequences pending the outcome of an appeal.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated, or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

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

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the 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. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

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

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

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

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

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

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

Newly Enrolled Students

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

Appeal

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

Certain Felonies

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

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

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

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

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

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

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

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 18.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
    - Aggravated assault.
    - Sexual assault.
    - Aggravated sexual assault.
    - Murder.
    - Capital murder.
    - Criminal attempt to commit murder or capital murder.
    - Aggravated robbery.
- Breach of computer security. (See glossary.)
- Engaging in conduct relating to a false alarm or report (including a bomb threat)

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See glossary.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the

student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note*:* Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note*: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. (See **glossary**.)

- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

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

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

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

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,

2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Superintendent's Designee (Executive Director of Student Services) authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent's Designee (Executive Director of Student Services) shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

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

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Time served in a Juvenile Detention Center is not counted towards the District assigned term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

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

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

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

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

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older, or
    b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town,
        (2) Knowing that it is insured against damage or destruction,
        (3) Knowing that it is subject to a mortgage or other security interest,
        (4) Knowing that it is located on property belonging to another,
        (5) Knowing that it has located within it property belonging to another, or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another, or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes

school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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 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; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

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

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

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

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

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

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

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 or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes 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.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as 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.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: An explosive weapon;
    a. A machine gun;
    b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

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

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

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

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

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 commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

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

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

ABILENE ISD
ELECTRONIC COMMUNICATION SYSTEMS,
RESPONSIBLE USE GUIDELINES, AND INTERNET SAFETY

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY. THIS IS A LEGALLY BINDING DOCUMENT FOR STUDENTS AND EMPLOYEES OF ABILENE INDEPENDENT SCHOOL DISTRICT.

Appendix 1

I. OVERVIEW

The Abilene Independent School District Network (AISD network) offers access to the District's electronic communication system for educational purposes. Our goal is to promote educational excellence in the Abilene schools by providing effective and meaningful classroom instruction and administrative needs while ensuring a safe, ethical and productive learning environment. With this educational opportunity comes responsibility. It will be the user's responsibility to follow the rules for appropriate and acceptable use.

The "electronic communication system" is defined as the District's wired and wireless network, servers, computer workstations, wireless devices, peripherals, applications, databases, software, online resources, Internet access, and any other technology designated for use by students and employees.

The Internet is a network of many types of communication and information networks. With access to computers and people all over the world comes the availability of adult content or material that may be considered objectionable and may not be considered to be of educational value in the school setting. In compliance with the Children's Internet Protection Act (CIPA), the school district has installed active content filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. A user who incidentally connects to an inappropriate site must immediately disconnect from the site and notify a teacher/administrator. If a user sees another user accessing inappropriate sites, he or she should notify a teacher/administrator immediately.

In addition, access to the electronic communication system is a privilege, not a right. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided in this document so that you are aware of the responsibility to follow the rules for appropriate and acceptable use you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. Noncompliance may result in suspension of access or termination of privileges along with other appropriate disciplinary action consistent with Abilene ISD Policies. All AISD students are required to abide by the Student Code of Conduct. All AISD employees are required to abide by the Code of Ethics and Standard Practices for Texas Educators ("Code of Ethics"), State and Federal law, and District Policy. All users must abide by ethical standards when communicating with students and employees, regardless of whether such communication takes place on campus, during instructional time, through use of the System or not. Violations of law may result in criminal prosecution as well as disciplinary action by Abilene ISD.

II. PHILOSOPHY

1. **Risk** – Even with filtering, blocking, anti-malware and anti-virus software, controlling all materials on the AISD network is impossible. Sites accessible via the AISD network may contain material that is illegal, defamatory, inaccurate or harmful. With global access to computers and people, a risk exists that users may access material that may not be of educational value in the school setting.
2. **User Responsibility** – AISD network users, are responsible for their actions in accessing available resources and following copyright guidelines. If inappropriate materials are accessed, users must notify a campus teacher/administrator and/or district technology personnel immediately.

III. TERMS AND CONDITIONS

Responsible Use: Abilene ISD Electronic Communication System (AISD network) access may be used to improve learning and teaching consistent with the educational goals of Abilene ISD. Abilene ISD expects legal, ethical, and efficient use of the AISD network. District-approved email accounts and storage will be provided for staff and students based on district initiatives. District-approved social media activities that are educationally related may be used. At no time should personal use of Abilene ISD's Electronic Communication System (AISD network) come in conflict or hinder a user's expected responsibilities.

1. **Privilege:** Use of a personal Abilene ISD Network account is a privilege, not a right.
2. **Limited personal use** is permitted as long as it does not increase the cost to the District or interfere with the operations of the network.
3. **Subject to System Administration:** All Abilene ISD Network accounts and computer usage are subject to perusal by the system administrator for: virus scanning, monitoring for inappropriate use, and investigation of suspected misuse at the authorized direction of Campus or District administrations regardless of cause.
4. **Required Training:** All staff and students will participate in annual training for appropriate technology use, as required by the district.

Inappropriate Use: Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations by Abilene ISD, that violate the rules of etiquette in working online and in a shared environment, or that hamper the integrity or security of Abilene ISD's electronic communication system.

1. **Violation of Law:** Transmission/Possession of any material in violation of any U.S. or State law is prohibited. This includes, but is not limited to: copyrighted material; threatening, harassing, or obscene material; or material protected by trade secret. Any attempt to break the law through the use of an AISD network account may result in litigation against the offender by the proper authorities. If such an event should occur, Abilene ISD will fully comply with the authorities to provide any information necessary for the litigation process.
2. **Commercial Use:** Use for commercial, income-generating or "for profit" activities, product advertisement, or political lobbying is prohibited.
3. **Vandalism/Mischief:** Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data or devices of another user, the AISD network, or any other networks that are connected to the AISD network. This includes, but is not limited to, the creation or propagation of computer viruses. Mischief is defined as any

interference with the work of other users, with or without malicious intent, and is strictly prohibited.

4. **Electronic Mail Violations:** Forgery of electronic mail messages is prohibited. Reading, deleting, copying, or modifying the electronic mail of other users is prohibited. Sending unsolicited junk mail, spam, chain e-mails, or that of commercial content is prohibited. District issued email accounts should be used only for school related communication.
5. **File/Data Violations:** Deleting, examining, copying, or modifying files and/or data belonging to other users is prohibited.
6. **System Interference/Alterations:** Attempts to exceed, evade or change resource quotas are prohibited. Causing network congestion through mass consumption of system resources, attempts to disable, bypass, or circumvent any AISD network filter or compromising the integrity of the firewall are prohibited.
7. **Inappropriate Speech/Messages:** The following restrictions against inappropriate speech and messages apply to all communication sent and/or accessed by the user, including all e-mails, instant messages, texts, web pages, blogs, wikis, comments, apps, or other avenues of electronic communication. Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages. Users shall not post information that could cause damage, danger, or disruptions, or engage in personal attacks, including prejudicial or discriminatory attacks. Users shall not harass another person or knowingly or recklessly post false or defamatory information about a person or organization.
8. **Home/Personal Internet:** A user's home and personal electronic communication use can have an impact on the school and on others. A user's personal electronic communication expression, including but not limited to, a threatening message, a violent or sexual web site, a text, or a post that creates a likelihood of material or substantial disruption of the school/district's operation or contains student/district information violating data restrictions or data release guidelines may result in district disciplinary action and/or criminal penalties.
9. **Bullying/Harassment:** Our district takes cyber bullying and harassment by electronic communication very seriously, and it will not be tolerated. Users shall not use any Internet or other communication device to intimidate, threaten, bully, harass, or embarrass students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material or substantial disruption of school operations (or the reasonable potential exists) shall be subject to disciplinary actions as well as possible criminal penalties.

Consequences of RUG Violation: Any attempt to violate the provisions of these procedures could result in revocation of the user's account, regardless of the success or failure of the attempt. In addition, students may face district disciplinary action (Student Code of Conduct) and/or appropriate legal action. In the event of a claim that a student has violated these guidelines, the district will provide the student with notice and an opportunity to be heard in the manner set forth in the Student Code of Conduct. Staff members may face district disciplinary action up to and including employment termination and/or appropriate legal action.

1. **Final Determination:** The Superintendent or the designee will make the final determination as to what constitutes inappropriate use.
2. **Denial, Revocation, or Suspension of Accounts:** The superintendent/designee, departmental director, campus principal, and/or the system administrator in accordance

with Abilene ISD disciplinary procedures may deny, revoke, place restrictions, or suspend an account.

IV. SECURITY

1. **Reporting Security Problems:** If a user identifies or has knowledge of a security problem on the AISD network, the user must notify a teacher, campus principal, system administrator, and/or the superintendent's designee for Abilene ISD. The user shall not reveal or demonstrate the problem to others. Any user who attempts or causes a breach of system security may have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.
2. **Impersonation:** Attempts to login to the AISD network as a system administrator or another user (with or without the user's permission) may result in suspension of access to the District's electronic communication system as well as other appropriate disciplinary or legal action in accordance with the Student Code of Conduct or board policy.
3. **Security Risks:** Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the AISD network.
4. **Supervision:** Staff must supervise student use of the District's electronic communication system in a manner that is appropriate to the students' age and the circumstances of use.
5. **Filtering Software:** Users may not disable or circumvent the District's filtering software at any time. Authorized staff may temporarily or permanently unblock access to sites containing appropriate material if the filtering software has inappropriately blocked access to such sites.
6. **Bandwidth:** Bandwidth utilization is monitored. Users who routinely monopolize excessive amounts of bandwidth will be notified and their usage will be examined. In order to protect and reserve bandwidth and other resources for educational use, users may not:
   - Download software or files that are not for educational purposes.
   - Play interactive online games that are not for educational purposes
   - View non-curriculum based streaming videos/movies.

V. INTERNET SAFETY:

1. Internet safety of our staff and students in their use of electronic communication is a high priority.
2. NEVER give your username/password to anyone and NEVER allow anyone to use your account. You are responsible and liable for all activity on your account.
3. NEVER tell anyone online your full name, home address, phone number, age, friend's name, your school, or any other personal information.
4. NEVER share photos of yourself, your family, or your home with people you meet online.
5. NEVER open attachments or click on links in an e-mail from someone you do not know.
6. NEVER make appointments to meet people whom you meet online. Students should report to a teacher or administrator if they receive such a request.
7. Users should not respond to messages that contain content that violates the Inappropriate Use guidelines, as defined above, including but not limited to bullying/harassment or inappropriate speech/messages. A teacher or administrator should be notified immediately of anything violating the Inappropriate Use guidelines.

8. Do not accept e-mails, files, or web page addresses (and the like) from strangers. People who you meet online are not always who they say they are. Do not open attachments or give out personal information, including account credentials, from emails you are not expecting.
9. Be aware that online information is not necessarily private.

DISCLAIMER

Abilene ISD makes no warranties of any kind, whether expressed or implied, for the service it is providing and is not responsible for any damages suffered by the users. This includes loss, theft, or damage to personal devices; loss of data resulting from delays, non-deliveries, misdeliveries; intrusion by computer virus; or other service interruptions or malfunctions. Abilene ISD is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the AISD network is at the user's own risk. Abilene ISD is not liable for an individual's inappropriate use of the District's electronic communication systems or violations of copyright restrictions or other laws or for costs incurred by users through use of Abilene ISD's electronic communication system.

Responsible Use and Digital Citizenship

Respect Yourself: I will select online names that are appropriate, and I will be polite and use appropriate language/content in all online posts.

Protect Yourself: I will not publish personal details, contact details, or a schedule of activities for myself or anyone else. I understand that unless otherwise authorized, I am the owner of my accounts, and I am responsible for all activity initiated by and/or performed under these accounts. I understand that it is my responsibility to appropriately secure my account credentials. I understand that I am responsible for maintaining and backing up all of my own data. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher/administrator before engaging in that activity.

Respect Others/Resources: I will not use technologies to bully or tease other people. I will not make audio or video recordings of students/employees without their prior permission. I understand that posing as someone else is forbidden and I will not pose as a user other than myself when online. I will be careful and aware when printing to avoid wasting resources and printing unnecessary items.

Protect Others: I will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches.

Respect Intellectual Property: I will suitably cite any and all use of websites, books, media, etc. I will respect all copyrights.

Protect Intellectual Property: I will request permission to use the software and media that others produce.

The Responsible Use Guidelines of electronic communication direct and require all users:

1. Respect all Internet safety practices including online behavior, ethics, and network etiquette.

2. Respect the legal protection provided by copyright and licenses for programs, applications, and data.
3. Respect the rights of others by complying with all present and future AISD policies regarding privacy and intellectual property.
4. Respect the rights of others by complying with all present and future AISD policies regarding sexual, racial, and other forms of cyber bullying and harassment and by preserving the privacy of personal data accessed.
5. Respect the privacy of others by not tampering with their personal devices, files, storage devices, passwords, and/or accounts in any manner.
6. Respect storage limits. Limit storage on the network to educational materials. Users will be assigned a fixed amount of storage. Users will be required to routinely review and purge unwanted and unneeded files.
7. Respect the integrity of computing systems, data and services, including but not limited to, infiltrating a computer system, damaging and/or altering the software or hardware components of a computer, and/or gaining unauthorized access via the network.
8. Respect the ethical standards set forth by the school district by using technology in a manner which is consistent with those standards and in a manner consistent with their intended purpose.
9. Respect and adhere to local, state, or federal law which may govern the use of technology in Texas and in the United States of America.

Appendix 2

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dress Code.

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

The following specific guidelines must be adhered to in the matter of dress in all AISD schools:

Elementary

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Elementary students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Elementary campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.

9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Middle School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Middle School students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Middle School campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

High School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.

2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.
6. Non distracting head coverings, such as caps or scarfs can be worn in the building at High School. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

Last updated September 26, 2023

ABILENE ISD
Parent/Student Handbook
2023-2024

ABILENE ISD

CONNECT • LEAD • SUCCEED

2023-24 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at *325-677-1444*.

Child Find

Child Find is a process designed to identify, locate, and evaluate individuals from birth to 21 years of age, regardless of the severity of their disabilities, who may need special education and related services. This includes students enrolled in a homeschool or a private school that is located within the boundaries of Abilene ISD. If you are concerned that your child may have a disability, contact the Special Education Department in Abilene ISD for more information about the Child Find process.

Child Find

“Child Find” es un proceso diseñado para identificar, ubicar y evaluar a personas desde el nacimiento hasta los 21 años de edad, independientemente de la gravedad de sus discapacidades, que puedan necesitar educación especial y servicios relacionados. Esto incluye a los estudiantes matriculados en una escuela en casa o una escuela privada que se encuentra dentro de los límites de nuestro distrito escolar de Abilene. Si le preocupa que su hijo(a) pueda tener una discapacidad, comuníquese con el Departamento de Educación Especial de Abilene ISD para obtener más información sobre el proceso de “Child Find”.

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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 Abilene ISD's 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 the Abilene ISD's Code of Conduct. To review the Code of Conduct, visit the district's website at www.abileneisd.org. 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 any campus.

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 http://pol.tasb.org/Home/Index/1118

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 your child's principal.

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

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

[See **Objecting to the Release of Directory Information** on page 13 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 14 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Gustavo Villanueva, Associate Superintendent at 325-677-1444.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students in Grade 7 receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. The SHAC is comprised of parents, medical professionals, community members, and educators.

Content Description

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

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

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 10.]

Abilene ISD utilizes materials from the Scott & White *Worth the Wait* program to develop and deliver five lessons. Students are separated into two groups, male and female, during this time. The Scott & White data-driven materials are founded on medical, legal, psychological, and socioeconomic information regarding adolescent health risk behaviors. The content is intended to support what students are learning at home, including respecting your individual family values and the family values of others that may differ from their own. The five lessons cover developmentally- and age-appropriate information on the following topics:

• Essential human needs and healthy relationships
• Puberty
• Female and male anatomy

• Risky behaviors and sexual activity
• Teen pregnancy
• Sexually transmitted diseases

Curriculum Review

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. All current curriculum materials used in instruction are available in each middle school campus library during the spring semester and year-round in the Department of Health Services at 241 Pine Street for reasonable public inspection (Education Code 28.004[j]) by setting an appointment with campus administration or the Director for Health Services. Review of the curriculum may occur during school business hours.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. Students who do not participate will be provided alternative lessons that support social and emotional learning. See **Permission Process** below for additional detail.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. Contact the Director for Health Services at 325-677-1444 for more information.
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 41 and FNG(LOCAL).

Permission Process

During the spring semester, a parent or legal guardian of each Grade 7 student will complete and return a permission form indicating whether the student is allowed to participate in all, part, or none of the human sexuality and abuse prevention lessons. Campuses will send the permission letters home at least two weeks prior to instruction. The permission letters will include lesson topics and discussion questions for parents.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain

used in this instruction will be posted on the district's website at the location indicated above.

- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 41 and policy FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 9; **Dating Violence on page** 45; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35]

Consent to Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, Tina Fleet, Lead Social Worker, can be reached at 325-677-1444 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

For further information, see Mental Health Support on page 67.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports [See **Mental Health Support** on page 699.]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

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

Objecting to the Release of Directory Information

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

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

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

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

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

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll
- School newspaper
- Yearbook
- Recognition activities

- News releases
- Athletic programs

Note: Also see **Authorized Inspection and Use of Student Records** on page 18.

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

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

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education,** included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance), including a PPRA Complaint Form (https://studentprivacy.ed.gov/file-a-complaint).

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

See **Consent to Human Sexuality Instruction** on page 9 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10 for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

[See policy EHBK(LEGAL) for more information.]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 79 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 90 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns

- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

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

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 13, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint (https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

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

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official in the performance of his or her duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 13 to prohibit this disclosure.]

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

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

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

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

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

You may contact the custodian of records for currently enrolled students at your child's campus.

You may contact the custodian of records for students who have withdrawn or graduated at:

241 Pine Street; Abilene, TX 79601.

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

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

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

[See **Report Cards/Progress Reports and Conferences** on page 81, **Complaints and Concerns** on page 41, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (https://www.dodea.edu/partnership/interstatecompact.cfm) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

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

Additional information may be found at Military Family Resources at the Texas Education Agency (https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** on page 32, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

If you have questions, please contact the district's foster care liaison, Darrin Cox at 325-677-1444.

[See **Credit by Examination for Advancement/Acceleration** on page 444 and **Course Credit** on page 44.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

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

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

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

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

For more information on services for students who are homeless, contact the district's homeless education liaison, Darrin Cox at 325-677-1444.

[See **Credit by Examination for Advancement/Acceleration** on page 44 and **Course Credit** on page 44.]

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

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

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

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

Special Education Referrals

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

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process* (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is: Teri Reece at 325-677-1444.

Section 504 Referrals

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

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

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Gena Weaver at 325-677-1444.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26.]

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

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (http://prntexas.org/)
- SPEDTEX: Special Education Information Center (https://www.spedtex.org/)
- Texas First Project (http://www.texasprojectfirst.org/)

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

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the

household be transferred to the same campus — if the grade level for the transferring student is offered on that campus.

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **Emergent Bilingual Students** on page 55 and **Special Programs** on page 90.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your child's principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6-18

State law requires that a student 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 their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

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

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider; Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
    - An activity required under a court-ordered service plan; or

- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 21.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 89.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 31.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL).
- The principal has approved the student's absence.
- The student follows campus procedures to verify the visit and makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

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

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school.
- Request a conference between school administrators and the parent.
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:Wil Barbee.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of

the days may receive credit or a final grade if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance — Exemptions** on page 27 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 am.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

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

Within *3* days of returning to school, a student who is absent for more than *3* days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (https://www.tdlr.texas.gov/driver/forms/VOE.pdf) is available online.

Further information may be found on the Texas Department of Public Safety website (https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen).

See **Compulsory Attendance — Exemptions for Secondary Grade Levels** on page 27 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

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

Accountability information can be found on the district's website at www.abileneisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

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

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

The district recognizes and honors the following types of awards:

- Attendance
- Honor Roll
- Academic and Extra Curricular Awards
- Leadership Recognition

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats

- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by reporting anonymously on the Speak Up page on the district's website.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 21.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments** on page 21, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45, **Hazing** on page 64, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs. The programs and courses are fully detailed in the Abilene ISD College and Career Planning Guide for your reference. The Guide is on the Abilene ISD website, or you can request a printed copy from your child's counselor.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

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

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at abileneisd.org Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches
- 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
- Withdrawal, depression, sleeping and eating disorders, and problems in school

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of his or her own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, 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.

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at Texas Abuse Hotline Website (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway (https://www.childwelfare.gov/pubPDFs/*whatiscan*.pdf)
- KidsHealth, For Parents, Child Abuse (https://kidshealth.org/en/parents/child-abuse.html)
- Office of the Texas Governor's Child Sex Trafficking Team (https://gov.texas.gov/organization/cjd/childsextrafficking)
- Human Trafficking of School-aged Children (https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (https://taasa.org/product/child-sexual-abuse-parental-guide/)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

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

The District shall include, in the calculation of class rank, semester grades earned in high school credit courses taken in grades 9-12 only, unless excluded below.

If a course is retaken to improve the grade, the highest grade will be used in GPA calculations.

The calculation of class rank shall exclude grades earned in any distance learning course, any dual credit course, or through credit by examination with or without prior instruction. The only exception to this is if a student took part in distance learning through the District's remote learning plan during the COVID-19 pandemic, these grades will be included in a student's class rank calculation.

$$\frac{\text{(sum of grades)}}{\text{(number of grades)}} + \frac{\text{(number of AP/Advanced Honors grades 70 or above x 10) + (number of Pre-AP/Honors grades 70 or above x 5)}}{\text{(standard number of grades accumulated at this point in academic career)}} = \text{GPA}$$

The “standard number of grades accumulated” is as follows:

	Class of 2022	Class of 2023	Class of 2024	Class of 2025 and Beyond
Freshmen	14	7	14	16
Sophomore	21	21	30	32
Junior	35	37	46	48
Midterm Senior	43	45	54	56
All Graduates	51	53	62	64

[See policy EIC (LOCAL) for more information.] [See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 85 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 59]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts 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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University’s enrollment capacity for incoming resident freshmen. From the summer 2023 term through the spring 2025 term, the University will admit the top six percent of

a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 37 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 58 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 22 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Abilene Christian University, Hardin Simmons University, McMurry University, Texas State Technical College, Cisco College, Angelo State University, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities
- Certain Career and Technical Education (CTE) courses.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs**

(Secondary Grade Levels Only) on page 34 for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by calling the campus secretary.

Automated Emergency Communications

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

[See **Safety** on page 84 for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 84 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in

the district's policy manual, available online at www.abileneisd.org. The complaint forms can be accessed online at www.abileneisd.org or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website.

Deliveries

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

Disruption of School Operations

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

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

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component 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
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

Parents should contact their student’s campus to preview the comprehensive guidance program, including all materials and curriculum.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** on page 64 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should ask their teacher or school administrator. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 69, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 35 and **Dating Violence** on page 45.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

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

Kindergarten Acceleration

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP); or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office http://pol.tasb.org/Policy/Code/1118?filter=FFH. See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 47.

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs

- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10.]

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy

FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 32]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Distance Learning (All Grade Levels)

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

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

[See **Remote Instruction** on page 81.]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 55.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your child's campus principal.

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

School Materials

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

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

Nonschool Materials

From Students

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

The campus principal is responsible for designating time, place, and manner restrictions for distribution of nonschool literature from students and is in charge of designating the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Executive Director of Student Services for prior review. The Executive Director of Student Services will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The campus principal designates the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dress Code.

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

The following specific guidelines must be adhered to in the matter of dress in all AISD schools:

Elementary

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any

part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.

3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Elementary students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Elementary campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Middle School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed.

Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.

4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.
5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school. Middle School students are not permitted to wear slides.
6. Hats, caps, or any other head coverings are not permitted to be worn in the building at Middle School campuses. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

High School

1. Appropriate and modest attire is required. Some examples of items not to wear include but are not limited to: off-the-shoulder appeal, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, exposed midriff or backs, bicycle shorts, sunshades in building. Sleeveless shirts must have a 2' strap.
2. All apparel, accessories and visible body markings must be free of reference to hate speech, alcohol products, tobacco products, drugs, sex, vulgarity, profanity, death, weapons, suicide, or violence, either explicitly or by innuendo. Body markings on any part of the body must be reasonable covered in an unobtrusive manner if they are gang related or violate any provision of the dress code.
3. Clothing must be appropriately sized and worn at the waistline. No shorts, skirts, or dresses may be shorter than fingertip length with arms to your side. Clothing that is altered, slit, or frayed and exposes skin that is above fingertip length, is not allowed. Leggings / tights are not allowed without shorts or skirts unless covered by an appropriate garment that completely covers the student's buttocks.
4. Clothing must adequately cover the student's body so as not to consistently expose any portion of underwear, cleavage, midriff or buttocks when standing or sitting with normal posture. Outer garments must cover undergarments (athletic shorts etc.) at waist level. No sleepwear is permitted.

5. Shoes appropriate for school must be worn at all times. House shoes/slippers and shoes with wheels are not appropriate for school.
6. Non distracting head coverings, such as caps or scarfs can be worn in the building at High School. Hoods inside the building are not permitted on any campus.
7. Hair should be clean and appropriately groomed and cut or styled in such a way that it does not cover the eyes. The District also prohibits hairstyles and treatments that are gang related and / or create a potential disturbance / distraction.
8. Visible body piercing and clipping jewelry is limited to the ears in elementary school. In middle school and high school, facial piercings should be limited to clear or small studs. Body piercings should remain concealed at all times.
9. Any apparel, accessory or visible body marking, including facial coverings that denotes gang-related association is prohibited (i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement). Anything gang related will be confiscated by the SRO.

Prior to being disciplined for a violation of the District's dress code, the student will be warned that his/her dress is unacceptable and given an opportunity to make necessary changes. If appropriate corrections are not made in the student's appearance, the student shall be subject to discipline (such as ISS) after being afforded appropriate due process. Repeated offenses may result in additional disciplinary action in accordance with the Student Code of Conduct.

Judgements as to what is neat, clean, modest, immodest, appropriate, or inappropriate will be made by the principal and the decision of the campus principal in these matters is final.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, for elementary and middle school these devices must remain turned off and put away during the instructional day, including during all testing. For high school students, electronic devices must be off and put away during class time. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 91 for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

The parent will pick up the confiscated telecommunications device from the principal's office for a fee of $15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 89 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course (https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok or any successor application or service on a district device, along with any other social media application or service determined by the governor.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 58 and **Standardized Testing** on page 90.]

Emergent Bilingual Students (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 90, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 92.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual (https://www.uiltexas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See UIL Texas (https://www.uiltexas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 9 absences for post-district competition prior to state, and a maximum of 4 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.

- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 92.]
- A maximum fee of $50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6 (must include Algebra 1 and English 1)	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence

[See **Report Cards/Progress Reports and Conferences** on page 81 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See **Standardized Testing** on page 90.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 62.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student

and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	**22 credits**	**26 credits**

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
    - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
    - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE),

the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will be designated by each campus principal.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

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

- Band
- Choir
- Honor Graduates
- Valedictorian and Salutatorian

- Top Graduating Seniors
- Selected Student Speakers

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers** on page 91 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 56.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 38 for more information.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances

- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying** on page 32 and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis A
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 71 .

[See the DSHS's School and Childcare Vaccine Requirements https://www.dshs.texas.gov/immunizations/schooland policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Abilene ISD follows the Centers for Disease Control and the Texas Department of State Health Services recommendations, the position papers of the American Academy of Pediatrics and the National Association of School Nurses in the treatment and attendance guidelines for lice readmittance to school. The scientific evidence supports that exclusion from school for nits alone is not indicated. Abilene ISD follows a "no live lice" policy. If there are no live lice and the nits are further the ¼" from the scalp, the student is allowed to remain at school. Abilene ISD Student Handbook Page 67 of 100 The best treatment is prevention. Throughout the school year, check your child's hair weekly and after overnight visits with other children. Educate your children to avoid spread of lice by head-to-head contact, sharing hats, combs, brushes, etc.

Eggs (nits) not killed by treatments will continue to hatch within 7-10 days. All nits should be removed to prevent reinfestation and permit early recognition of any new infestation.

Schools will take the following steps when it has been determined that lice are present:

• Once live lice have been identified, the parent will be contacted for student to be taken home for treatment to begin.

• After treatment has begun and there are no live lice, the student should be checked by the school nurse prior to reentry to school.

• Please contact your school nurse for more detailed information. She can offer recommendations, including subsequent treatments, how best to get rid of lice and how to prevent reoccurrence.

• The district will provide written or electronic notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home. [See policy FFAA for more information] More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home (https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and from the Centers for Disease Control and Prevention's website Head Lice Information for Parents (https://www.cdc.gov/parasites/lice/head/parents.html).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

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

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

Students are allowed to possess and use over-the counter, topical sunscreen while on school property or at school-related events or activities.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-

care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

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

See also **Food Allergies** on page 72.

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board will adopt a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel who are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board will adopt a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress. .

The district will provide at each campus, school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists*:* Secondary Grades Only

In accordance with Chapter 38, Subchapter E of the Education Code, the board will adopt a policy to allow authorized and trained school personnel at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 9 and **Consent to Provide a Mental Health Care Service** on page 11 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 42 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 72 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 72 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

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

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

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

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of sudden cardiac arrest (https://www.uiltexas.org/health/info/sudden-cardiac-death) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

The Texas Department of State Health requirements for Spinal Screening each school year is:

• Girls (two times) – screening must be done at age 10 (or fall semester of grade 5) and age 12 (or fall semester of grade 7)

• Boys (one time) – age 13-14 (or fall semester of grade 8)

• Two screeners are present for each student during the screening. We assure you that privacy will be the utmost concern and priority.

• Parents will receive the results of the screening only if professional follow-up is needed.

A student may be exempted from the mandated Spinal Screening if the parent/guardian submits a record to the school nurse prior to the spinal screening at the campus. The professional examination must be properly conducted during the grade year in which the screening is required. The Texas UIL Pre-participation Physical Evaluation-Medical Form meets this requirement. The documentation must be signed and dated by a licensed professional.

If, for religious reasons, the student does not wish to be screened, the student is to submit an affidavit of exemption, notarized, to the school nurse.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Region 14 is not required to do the acanthosis nigricans marker screening…only Regions 1, 2, 3, 4, 10, 11, 13, 15, 18, 19, and 20.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at abileneisd.org for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 65.]

Diabetes

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

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS Allergies and Anaphylaxis website (https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at by contacting your campus nurse.

[See **Celebrations** on page 35 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 26 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus full-time nurse:
- The campus full-time school counselor.
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at *http://pol.tasb.org/Policy/Code/1118?filter*

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact: Kimberly Brumley at 677-1444.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the campus principal.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at abileneisd.org.

[See **Consent to Human Sexuality Instruction** on page 9, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 10, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact your campus principal.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Students are required to eat lunch on campus, unless picked up or cleared by a parent for check-out during the principal-designated lunch time. The exceptions to this are the students at ATEMS who have earned the privilege of off-campus lunch.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Lunch

Students are permitted to eat lunch on campus with a parent or guardian on their contact list. Parents may not provide food for other students while eating lunch with their student.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 29.]

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

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

While a student is in DAEP, the district will provide all course work from the student's foundation curriculum classes.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: *Alison Camp, Executive Director of Student Services, 325-677-1444.*

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Gena Weaver, 325-677-1444.
- For all other concerns regarding discrimination, see the superintendent: David Young, 325-677-1444.

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 43.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 81.]
- Becoming a school volunteer. [See **Volunteers** on page 96 and policy GKG for more information.]

- Participating in campus parent organizations. Parent organizations include: *Parent Teacher Organization, Volunteer Activities, Athletic Booster,* Fine Arts Boosters, Destination Imagination, Parent Sponsors for Activities and Field Trips.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 72 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 15.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Prohibited Items (Middle School)

Permanent markers are prohibited on middle school campuses.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 1, promotion is based on an average of 70 on a scale of 100 based upon course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in each of the following areas: language arts (reading, English and spelling) and mathematics.

In grades 2-8 *, promotion* is based on an average of 70 on a scale of 100 based upon course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in each of the following areas: language arts (reading, English and spelling), mathematics, science, and social studies.

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [EIE(Local)]

If a student in grade 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will take the corresponding EOC assessment.

[See **Standardized Testing** on page 90.]

Repeating Prekindergarten or Kindergarten — Grade-8 at Parent Request

A parent may request in writing that a student repeat prekindergarten (only if they qualify), kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 58.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 58 and **Standardized Testing** on page 90.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's higher passing grade will be included in the calculation of class ranking. Both of the grades will show on their transcript.

Release of Students from School

[See **Leaving Campus** on page 75.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

[If applicable, add information about remote instruction offered]

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

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

Report cards with each student's performance and absences in each class or subject are issued at least once every *7* weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 78 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 58 and policy EIA(LOCAL) for more information.]

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

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

The district may communicate academic information about a student electronically, including for progress reporting purposes.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

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

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

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

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

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

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 58.]

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

For more information, see the principal, school counselor, or special education director

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans — Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals.
- Address the parent's educational expectations for the student.
- Outline an intensive instruction program for the student.

[See the principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 62 for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report on the district Speak Up page.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- Homeland Security's Stop the Bleed (https://www.dhs.gov/stopthebleed)
- Stop the Bleed Texas (https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: school messenger call-out, letter sent home, media releases, news stations, district website, and district social media.

[See **Parent Contact Information** on page 40 and **Automated Emergency Communications** on page 40.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 90.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Schedule changes will be handled on the campus level by the counselor.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in

the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at 325-677-1444.

Food and Nutrition Services (All Grade Levels)

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

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

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

To apply for free or reduced-price meal services, contact:Director of Student Nutrition at 325-677-1444.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR)

about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the Texas Department of Agriculture (https://www.texasagriculture.gov/Home/Contact-Us), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 77 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Child Nutrition. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, Joe Waldron, at 325-677-1444.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit. See your Campus Guide or principal for specific information.

Use of Hallways during Class Time (All Grade Levels)

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

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

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

The following areas are open to students before school. Please see your Campus Guide or principal for specific times.

- *Cafeteria*
- *Library*

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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

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

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

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 57 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

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

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 53 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

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

Drug Testing (Secondary Grade Levels Only)

[See **Steroids** on page 69.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's Talking Book Program (https://www.tsl.texas.gov/tbp/index.html) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care). Please contact Darrin Cox, who has been designated as the district's foster care liaison, at 325- 677-1444 with any questions. [See Students in the Conservatorship of the State on page 26.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information on services for students who are homeless, contact the district's homeless education liaison, Darrin Cox, at 325-677-1444 [See A Student Who is Homeless on page 27.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Graduation Ceremonies, Leadership Activities, and other activities determined appropriate by the campus principal or superintendent. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 58 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school will be offered for all grade levels beginning in 1st grade for accelerated instruction, possible promotion, to recover failed courses, and for retaking STAAR end-of-course tests. Extended-year programs to meet accelerated instruction requirements will also be offered for grades 9-12. For more information see www.abileneisd.org. Also, students can attend summer school through the Texas Virtual School Network (TXVSN).

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 87.

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 21, **Bullying** on page 32, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 24, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 88.]

Buses and Other School Vehicles

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

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

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

Campus	Conditions
Alcorta	Crossing S Treadaway Blvd.
Austin	Crossing S 14th St.
Bassetti	1. North of Highway 277 South 2. Across Elm Creek from Bassetti
Bowie	Crossing S 14th St.
Clack	1. Crossing Winters Freeway 2. Crossing Hwy 277 South

	3. Dyess AFB / Crossing Arnold
Cooper	Crossing Winters Freeway
Craig	Crossing RR tracks between North and South 1st Streets
Madison	1. Crossing Winters Freeway 2. Crossing South Treadaway (South of S. 27th)
Martinez	1. Crossing Catclaw Creek north of N 18th 2. Crossing Pine St. 3. Crossing Grape St. north of N 18th
Purcell	Crossing N Mockingbird Blvd.
Stafford	1. Coachlight 2. Riveria Apts 3. North of Ambler
Ortiz	1. Crossing Grape St. 2. Crossing N Mockingbird Blvd. (extended to Stamford)
Taylor	1. I-20 Access Road 2. Pasadena Heights
Thomas	1. Crossing S Treadaway Blvd. 2. Crossing T & P and Lytle Lake
Ward	Crossing Buffalo Gap Rd.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact Bruce Neil or Kris Wilson at Transportation, 325-698-1628, for additional information.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Bruce Neil or Kris Wilson at Transportation, 325-698-1628.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.

- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Smart Tag Badges are required for riding the bus.
- Students must scan badge while loading and unloading the bus at their designated stops.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

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

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 12 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 12 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

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

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

On the various career days held on campuses throughout the year, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact Jordan Ziemer at 325-677-1444 for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

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

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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

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

Appendix: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit *http://pol.tasb.org/Policy.code/1118?filter=FFI*. Below is the text of Abilene ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on *3 / 12 / 2012*

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

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

Report Format

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

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary, to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances. A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Semester Exam Exemption Policy

Number of Allowed Exemptions	**Eligibility Requirements**
Freshman 3 courses **Sophomore** 4 courses **Junior** 5 courses **Senior** 6 courses in the fall All in the spring	1. No more than the following number of state reported absences (documented or undocumented) during the semester: • 90+ Average in the class = 2 absences • 80+ Average in the class = 1 absence • 75+ Average in the class = 0 absences 2. No ISS/OSS for current semester. 3. No DAEP for any semester (excluding carryover).
The purpose of semester exam exemptions is to encourage students to earn higher grades in their classes and demonstrate excellent attendance. Please be sure you read the information below and the “frequently asked questions” document.	

● Semester exam exemptions are earned class by class.

● Students who are exempt are required to report to the class on the day the exam is administered or they could lose their exemptions!

● 1st six weeks, 2nd six weeks and 3rd six weeks grades are averaged to determine the semester “grade” for an exempt student.

Semester Exam Exemption Frequently Asked Questions

Q: Can I take the exam even if I am exempt in order to earn a higher grade?

A: A student can choose the exam or the exemption if they qualify for the exemption. However, once a student chooses to take the exam, the grade they earn on the exam will be the grade that is recorded for the semester exam. Students are encouraged to choose wisely.

Q: What absences count or don’t count for exemptions?

A: Only state reported absences count against exemptions. Most absences are state reported except for absences that are board or school approved (UIL competitions, College Days for Jrs and Srs, athletic competitions).

Q: If I am exempt from an exam, do I still need to attend for the exam day?

A: Yes. Even exempt students need to report to class. The campuses have scheduled alternative activities for students who are exempt.

Q: Are absences counted by day or class period for exemptions?

A: For exemption purposes, absences are counted period by period. It is possible to be exempt from some semester exams and not others based on attendance and/or grades.

Q: What if I have an absence that I believe is not correct on my child's attendance report?

A: Parents should monitor the attendance using the parent portal. If believe there to be an error in the reporting, the student should address the concern with the campus attendance clerk and principal as soon as possible.

Q: How long, after a partial absence for a doctor's appointment, do I have to submit a doctor's note?

A: When your student is absent for part of a day for a doctor's appointment, parents have up to three days to submit a doctor's note. It is critical to have the student return with a note the day they return. If a doctor's note is not submitted within three days, the absences cannot be changed and will count against the exemptions. This is only for partial same day absences where the student attends prior to and/or after the medical appointment. Otherwise, an absence, even with appropriate documentation from a doctor or medical facility, will count against exemptions.

Q: What if I check my student out of school in person, does that count against his/her exemptions?

A: Attendance is coded based upon the reason of the absence regardless of how or who checked them out.

Q: Will the half days scheduled count against my student if he/she is absent?

A: Yes, all school days, even half days, count toward exemptions.

Q: What if I am assigned I.S.S. or other serious disciplinary consequences, will I lose my exemptions? A: Yes, students who are assigned ISS, Out-of-school suspension or placed in a Disciplinary Alternative Education Placement (DAEP) school will lose their exemptions for that semester.

Q: Do college visit days count against exemptions?

A: Board policy allows current juniors and seniors to miss up to two days per year for college visit purposes. These visits do not count against exemptions provided they do not exceed two.

Q: What if there are extenuating circumstances that I feel should be considered before denying an exemption?

A: If you feel there are extenuating circumstances that should be considered before the denial of semester exam exemptions you must submit a written appeal to the campus principal.

ABILENE ISD

ELECTRONIC COMMUNICATION SYSTEMS,

RESPONSIBLE USE GUIDELINES, AND INTERNET SAFETY

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY. THIS IS A LEGALLY BINDING DOCUMENT FOR STUDENTS AND EMPLOYEES OF ABILENE INDEPENDENT SCHOOL DISTRICT.

I. OVERVIEW

The Abilene Independent School District Network (AISD network) offers access to the District's electronic communication system for educational purposes. Our goal is to promote educational excellence in the Abilene schools by providing effective and meaningful classroom instruction and administrative needs while ensuring a safe, ethical and productive learning environment. With this educational opportunity comes responsibility. It will be the user's responsibility to follow the rules for appropriate and acceptable use.

The "electronic communication system" is defined as the District's wired and wireless network, servers, computer workstations, wireless devices, peripherals, applications, databases, software, online resources, Internet access, and any other technology designated for use by students and employees.

The Internet is a network of many types of communication and information networks. With access to computers and people all over the world comes the availability of adult content or material that may be considered objectionable and may not be considered to be of educational value in the school setting. In compliance with the Children's Internet Protection Act (CIPA), the school district has installed active content filtering and/or blocking software to restrict access to Internet sites containing material harmful to minors. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. A user who incidentally connects to an inappropriate site must immediately disconnect from the site and notify a teacher/administrator. If a user sees another user accessing inappropriate sites, he or she should notify a teacher/administrator immediately.

In addition, access to the electronic communication system is a privilege, not a right. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided in this document so that you are aware of the responsibility to follow the rules for appropriate and acceptable use you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. Noncompliance may result in suspension of access or termination of privileges along with other appropriate disciplinary action consistent with Abilene ISD Policies. All AISD students are required to abide by the Student Code of Conduct. All AISD employees are required to abide by the Code of Ethics and Standard Practices for Texas Educators ("Code of Ethics"), State and

Federal law, and District Policy. All users must abide by ethical standards when communicating with students and employees, regardless of whether such communication takes place on campus, during instructional time, through use of the System or not. Violations of law may result in criminal prosecution as well as disciplinary action by Abilene ISD.

II. PHILOSOPHY

1. **Risk** – Even with filtering, blocking, anti-malware and anti-virus software, controlling all materials on the AISD network is impossible. Sites accessible via the AISD network may contain material that is illegal, defamatory, inaccurate or harmful. With global access to computers and people, a risk exists that users may access material that may not be of educational value in the school setting.

2. **User Responsibility** – AISD network users, are responsible for their actions in accessing available resources and following copyright guidelines. If inappropriate materials are accessed, users must notify a campus teacher/administrator and/or district technology personnel immediately.

III. TERMS AND CONDITIONS

Responsible Use: Abilene ISD Electronic Communication System (AISD network) access may be used to improve learning and teaching consistent with the educational goals of Abilene ISD. Abilene ISD expects legal, ethical, and efficient use of the AISD network. District-approved email accounts and storage will be provided for staff and students based on district initiatives. District-approved social media activities that are educationally related may be used. **At no time should personal use of Abilene ISD's Electronic Communication System (AISD network) come in conflict or hinder a user's expected responsibilities.**

1. **Privilege:** Use of a personal Abilene ISD Network account is a privilege, not a right.

2. **Limited personal use** is permitted as long as it does not increase the cost to the District or interfere with the operations of the network.

3. **Subject to System Administration:** All Abilene ISD Network accounts and computer usage are subject to perusal by the system administrator for: virus scanning, monitoring for inappropriate use, and investigation of suspected misuse at the authorized direction of Campus or District administrations regardless of cause.

4. **Required Training:** All staff and students will participate in annual training for appropriate technology use, as required by the district.

Inappropriate Use: Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations by Abilene ISD, that violate the rules of etiquette in

working online and in a shared environment, or that hamper the integrity or security of Abilene ISD's electronic communication system.

1. **Violation of Law:** Transmission/Possession of any material in violation of any U.S. or State law is prohibited. This includes, but is not limited to: copyrighted material; threatening, harassing, or obscene material; or material protected by trade secret. Any attempt to break the law through the use of an AISD network account may result in litigation against the offender by the proper authorities. If such an event should occur, Abilene ISD will fully comply with the authorities to provide any information necessary for the litigation process.

2. **Commercial Use:** Use for commercial, income-generating or "for profit" activities, product advertisement, or political lobbying is prohibited.

3. **Vandalism/Mischief:** Vandalism and mischief are prohibited. Vandalism is defined as any malicious attempt to harm or destroy data or devices of another user, the AISD network, or any other networks that are connected to the AISD network. This includes, but is not limited to, the creation or propagation of computer viruses. Mischief is defined as any interference with the work of other users, with or without malicious intent, and is strictly prohibited.

4. **Electronic Mail Violations:** Forgery of electronic mail messages is prohibited. Reading, deleting, copying, or modifying the electronic mail of other users is prohibited. Sending unsolicited junk mail, spam, chain e-mails, or that of commercial content is prohibited. District issued email accounts should be used only for school related communication.

5. **File/Data Violations:** Deleting, examining, copying, or modifying files and/or data belonging to other users is prohibited.

6. **System Interference/Alterations:** Attempts to exceed, evade or change resource quotas are prohibited. Causing network congestion through mass consumption of system resources, attempts to disable, bypass, or circumvent any AISD network filter or compromising the integrity of the firewall are prohibited.

7. **Inappropriate Speech/Messages:** The following restrictions against inappropriate speech and messages apply to all communication sent and/or accessed by the user, including all e-mails, instant messages, texts, web pages, blogs, wikis, comments, apps, or other avenues of electronic communication. Users shall not send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful messages. Users shall not post information that could cause damage, danger, or disruptions, or engage in personal attacks, including prejudicial or discriminatory attacks. Users shall not harass another person or knowingly or recklessly post false or defamatory information about a person or organization.

8. **Home/Personal Internet:** A user's home and personal electronic communication use can have an impact on the school and on others. A user's personal electronic communication expression, including but not limited to, a threatening message, a violent or sexual web site, a text, or a post that creates a likelihood of material or substantial disruption of the school/district's operation or contains student/district information violating data restrictions or data release guidelines may result in district disciplinary action and/or criminal penalties.

9. **Bullying/Harassment:** Our district takes cyber bullying and harassment by electronic communication very seriously, and it will not be tolerated. Users shall not use any Internet or other communication device to intimidate, threaten, bully, harass, or embarrass students or staff members. Users who engage in such activity on school grounds or who engage in such activity off campus and create a material or substantial disruption of school operations (or the reasonable potential exists) shall be subject to disciplinary actions as well as possible criminal penalties.

Consequences of RUG Violation: Any attempt to violate the provisions of these procedures could result in revocation of the user's account, regardless of the success or failure of the attempt. In addition, students may face district disciplinary action (Student Code of Conduct) and/or appropriate legal action. In the event of a claim that a student has violated these guidelines, the district will provide the student with notice and an opportunity to be heard in the manner set forth in the Student Code of Conduct. Staff members may face district disciplinary action up to and including employment termination and/or appropriate legal action.

1. **Final Determination:** The Superintendent or the designee will make the final determination as to what constitutes inappropriate use.

2. **Denial, Revocation, or Suspension of Accounts:** The superintendent/designee, departmental director, campus principal, and/or the system administrator in accordance with Abilene ISD disciplinary procedures may deny, revoke, place restrictions, or suspend an account.

IV. SECURITY

1. **Reporting Security Problems:** If a user identifies or has knowledge of a security problem on the AISD network, the user must notify a teacher, campus principal, system administrator, and/or the superintendent's designee for Abilene ISD. The user shall not reveal or demonstrate the problem to others. Any user who attempts or causes a breach of system security may have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

2. **Impersonation:** Attempts to login to the AISD network as a system administrator or another user (with or without the user's permission) may result in suspension of access to the District's electronic communication system as well as other appropriate disciplinary or legal action in accordance with the Student Code of Conduct or board policy.

3. **Security Risks:** Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the AISD network.

4. **Supervision:** Staff must supervise student use of the District's electronic communication system in a manner that is appropriate to the students' age and the circumstances of use.

5. **Filtering Software:** Users may not disable or circumvent the District's filtering software at any time. Authorized staff may temporarily or permanently unblock access to sites containing appropriate material if the filtering software has inappropriately blocked access to such sites.

6. **Bandwidth:** Bandwidth utilization is monitored. Users who routinely monopolize excessive amounts of bandwidth will be notified and their usage will be examined. In order to protect and reserve bandwidth and other resources for educational use, users may not:

   - Download software or files that are not for educational purposes.
   - Play interactive online games that are not for educational purposes
   - View non-curriculum based streaming videos/movies.

V. INTERNET SAFETY: Internet safety of our staff and students in their use of electronic communication is a high priority.

1. NEVER give your username/password to anyone and NEVER allow anyone to use your account. You are responsible and liable for all activity on your account.

2. NEVER tell anyone online your full name, home address, phone number, age, friend's name, your school, or any other personal information.

3. NEVER share photos of yourself, your family, or your home with people you meet online.

4. NEVER open attachments or click on links in an e-mail from someone you do not know.

5. NEVER make appointments to meet people whom you meet online. Students should report to a teacher or administrator if they receive such a request.

6. Users should not respond to messages that contain content that violates the Inappropriate Use guidelines, as defined above, including but not limited to bullying/harassment or inappropriate speech/messages. A teacher or administrator should be notified immediately of anything violating the Inappropriate Use guidelines.

7. Do not accept e-mails, files, or web page addresses (and the like) from strangers. People who you meet online are not always who they say they are. Do not open attachments or give out personal information, including account credentials, from emails you are not expecting.

DISCLAIMER

Abilene ISD makes no warranties of any kind, whether expressed or implied, for the service it is providing and is not responsible for any damages suffered by the users. This includes loss, theft, or damage to personal devices; loss of data resulting from delays, non-deliveries, misdeliveries; intrusion by computer virus; or other service interruptions or malfunctions. Abilene ISD is not responsible for phone/credit card bills or any other charges incurred by users. Use of any information obtained via the AISD network is at the user's own risk. Abilene ISD is not liable for an individual's inappropriate use of the District's electronic communication systems or violations of copyright restrictions or other laws or for costs incurred by users through use of Abilene ISD's electronic communication system.

Responsible Use and Digital Citizenship

Respect Yourself: I will select online names that are appropriate, and I will be polite and use appropriate language/content in all online posts.

Protect Yourself: I will not publish personal details, contact details, or a schedule of activities for myself or anyone else. I understand that unless otherwise authorized, I am the owner of my accounts, and I am responsible for all activity initiated by and/or performed under these accounts. I understand that it is my responsibility to appropriately secure my account credentials. I understand that I am responsible for maintaining and backing up all of my own data. If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a teacher/administrator before engaging in that activity.

Respect Others/Resources: I will not use technologies to bully or tease other people. I will not make audio or video recordings of students/employees without their prior permission. I understand that posing as someone else is forbidden and I will not pose as a user other than myself when online. I will be careful and aware when printing to avoid wasting resources and printing unnecessary items.

Protect Others: I will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches.

Respect Intellectual Property: I will suitably cite any and all use of websites, books, media, etc. I will respect all copyrights.

Protect Intellectual Property: I will request permission to use the software and media that others produce.

The Responsible Use Guidelines of electronic communication direct and require all users:

1. Respect all Internet safety practices including online behavior, ethics, and network etiquette.
2. Respect the legal protection provided by copyright and licenses for programs, applications, and data.
3. Respect the rights of others by complying with all present and future AISD policies regarding privacy and intellectual property.
4. Respect the rights of others by complying with all present and future AISD policies regarding sexual, racial, and other forms of cyber bullying and harassment and by preserving the privacy of personal data accessed.
5. Respect the privacy of others by not tampering with their personal devices, files, storage devices, passwords, and/or accounts in any manner.
6. Respect storage limits. Limit storage on the network to educational materials. Users will be assigned a fixed amount of storage. Users will be required to routinely review and purge unwanted and unneeded files.
7. Respect the integrity of computing systems, data and services, including but not limited to, infiltrating a computer system, damaging and/or altering the software or hardware components of a computer, and/or gaining unauthorized access via the network.

8. Respect the ethical standards set forth by the school district by using technology in a manner which is consistent with those standards and in a manner consistent with their intended purpose.
9. Respect and adhere to local, state, or federal law which may govern the use of technology in Texas and in the United States of America.
10. Students are responsible for the content of their own online activity.
11. Students are responsible for any activity on their network/email account even if they forget to logout of a computer/device.
12. Students should not assume that anything they post online is private.
13. Students should be aware that their online activity may be monitored by school officials.
14. Students who violate the technology policy may be subject to disciplinary action, up to and including expulsion.
15. Parents or guardians of students who violate the technology policy will be notified.
16. The school district reserves the right to update the technology policy at any time.
17. The technology policy is in addition to all other school rules and regulations.
18. Students who have questions about the technology policy should consult with a school administrator.
19. The technology policy is designed to create a safe and positive learning environment for all students.
20. The school district is committed to providing a technology-rich environment that supports student learning.
21. The school district will work with students and parents to ensure that technology is used responsibly and ethically.

These policies are designed to protect students from harm and to ensure that technology is used for education purposes. Students who violate these policies will be subject to disciplinary action.

Students are prohibited from the following:

1. Students are prohibited from using technology to bully, harass, threaten, or intimidate other students.
2. Students are prohibited from using technology to spread rumors or lies about other students.
3. Students are prohibited from using technology to post or share inappropriate or offensive content.
4. Students are prohibited from using technology to cheat on tests or assignments.
5. Students are prohibited from using technology to disrupt class or other school activities.
6. Students are prohibited from using technology to bring weapons or other dangerous items onto school property.
7. Students are prohibited from using technology to access or download copyrighted material without permission.
8. Students are prohibited from using technology to create or distribute child pornography.

9. Students are prohibited from using technology to commit identity theft or other crimes.

Abilene Independent School District Board Document - Agenda Item VII.E

Meeting Date: July 8, 2024 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: First Public Lone Star Investment Pool Addition of Authorized Representative

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Background Information**:** Abilene ISD has General Operating and Debt Service accounts at First Public Lone Star Investment Pool. This form must be completed and approved by the board to update/add district authorized representatives.

Attached Supporting Documents: Attached is the Authorized Representative Add Form for First Public Lonestar Investment Pool.

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Jennifer Hinds

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Abilene Independent School District Board Document - Agenda Item VII.F

Meeting Date: July 8, 2024 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Quarterly Investment Report

Background Information**:** Per CDA(LEGAL) - Quarterly investment reports must be submitted to the board and the superintendent for review within a reasonable time after the end of the period. This report provides the investment position of the district on the date of the report and demonstrates compliance with the district's investment policy and relevant provision of the Public Investment Act. In this report you will find beginning market value, ending market value, book value, and accrued interest for the period for each pooled fund as well as separately invested asset.

Attached Supporting Documents: Quarterly Investment Report for the Quarter Ended May 31, 2004

Fiscal Implications:

Administrative Recommendation: None

Contact Person: Dr. Joseph Waldron

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ABILENE INDEPENDENT SCHOOL DISTRICT
INVESTMENT PORTFOLIO SUMMARY
FOR THE QUARTER ENDED MAY 31, 2024

FUND	2/29/2024 FAIR VALUE	ADDITIONS	DISTRIBUTIONS	5/31/2024 FAIR VALUE
GENERAL FUND	$ 67,716,346.22	$ 22,644,259.57	$ 26,895,677.56	$ 63,464,928.23
FOOD SERVICE	4,073,707.60	54,815.21	-	4,128,522.81
DEBT SERVICE	9,766,468.26	516,764.52	-	10,283,232.78
WORKERS COMPENSATION	2,119,584.06	28,520.82	(0.00)	2,148,104.88
TOTALS	**$ 83,676,106.14**	**$ 23,244,360.12**	**$ 26,895,677.56**	**$ 80,024,788.70**

As of November 30, 2023 the General Fund portfolio had U. S. Agency securities with accrued interest totaling $139,729. None of the other fund portfolios had any securities with accrued interest as of November 30, 2023.

INVESTMENT TYPE	%	5/31/2024 FAIR VALUE
INVESTMENT POOLS	77.95%	$ 62,382,799.50
BANKS	17.05%	$ 13,643,579.20
U. S. AGENCIES	5.00%	3,998,410.00
TOTAL - ALL FUNDS	**100.00%**	**$ 80,024,788.70**

COMPLIANCE STATEMENT

The investment portfolio presented in these reports conforms in all respects to the investment policies of Abilene Independent School District as approved by the Board of Trustees of Abilene Independent School District.

Jennifer Hinds, Executive Director of Finance — 6/26/24 Date

Jennifer Beall, Comptroller — 6/25/24 Date

ABILENE INDEPENDENT SCHOOL DISTRICT
COMPLIANCE REPORT - FUND DETAILS
FOR THE QUARTER ENDED MAY 31, 2024

SECURITY	CALLED / MATURITY	BOOK VALUE 02/29/24	BOOK VALUE 05/31/24	FAIR VALUE 02/29/24	FAIR VALUE 05/31/24	Change in FMV	Quarterly Additions	Quarterly Distributions
GENERAL FUND								
TEXPOOL	OPEN	65,692,737.33	58,424,869.16	65,692,737.33	58,424,869.16	(7,267,868.17)	19,627,809.39	(26,895,677.56)
SUBTOTAL - INVESTMENT POOLS	90.63%	$ 65,692,737.33	$ 58,424,869.16	$ 65,692,737.33	$ 58,424,869.16	(7,267,868.17)	19,627,809.39	(26,895,677.56)
FIRST FINANCIAL	OPEN	1,027,818.89	1,041,649.07	1,027,818.89	1,041,649.07	13,830.18	13,830.18	(0.00)
SUBTOTAL - BANKS	1.62%	$ 1,027,818.89	$ 1,041,649.07	$ 1,027,818.89	$ 1,041,649.07	13,830.18	13,830.18	(0.00)
		-	-	-	-	-	-	-
		-	-	-	-	-	-	-
Fed Far 5.125% 3133EFBS9	04/17/25	-	3,000,000.00	-	2,996,310.00	2,996,310.00	2,996,310.00	-
FHLMC 5.500% 3134GYQY1	11/17/25	1,000,000.00	1,000,000.00	995,790.00	1,002,100.00	6,310.00	6,310.00	-
FNMA 5.550% 3135GAS77	04/30/24	-	1,000,000.00	-	997,620.00	997,620.00	997,620.00	-
SUBTOTAL - U. S. AGENCIES	7.76%	$ 1,000,000.00	$ 5,000,000.00	$ 995,790.00	$ 3,998,410.00	3,002,620.00	3,002,620.00	-
TOTAL GENERAL FUND	100.00%	**$ 67,720,556.22**	**$ 64,466,518.23**	**$ 67,716,346.22**	**$ 63,464,928.23**	**$ (4,251,417.99)**	**$22,644,259.57**	**$(26,895,677.56)**
FOOD SERVICE FUND								
TEXPOOL	OPEN	-	-	-	-	-	-	-
SUBTOTAL - INVESTMENT POOLS	0.00%	$ -	$ -	$ -	$ -	-	-	-
FIRST FINANCIAL	OPEN	4,073,707.60	4,128,522.81	4,073,707.60	4,128,522.81	54,815.21	54,815.21	-
SUBTOTAL - BANKS	100.00%	$ 4,073,707.60	$ 4,128,522.81	$ 4,073,707.60	$ 4,128,522.81	54,815.21	54,815.21	-
TOTAL FOOD SERVICE	100.00%	**$ 4,073,707.60**	**$ 4,128,522.81**	**$ 4,073,707.60**	**$ 4,128,522.81**	**54,815.21**	**54,815.21**	-
DEBT SERVICE FUND								
TEXPOOL	OPEN	3,525,148.11	3,957,930.34	3,525,148.11	3,957,930.34	432,782.23	432,782.23	-
SUBTOTAL - INVESTMENT POOLS	38.49%	$ 3,525,148.11	$ 3,957,930.34	$ 3,525,148.11	$ 3,957,930.34	432,782.23	432,782.23	-
FIRST FINANCIAL	OPEN	$ 6,241,320.15	$ 6,325,302.44	$ 6,241,320.15	$ 6,325,302.44	83,982.29	83,982.29	-
SUBTOTAL - BANKS	61.51%	$ 6,241,320.15	$ 6,325,302.44	$ 6,241,320.15	$ 6,325,302.44	83,982.29	83,982.29	-
TOTAL DEBT SERVICE	100.00%	**$ 9,766,468.26**	**$ 10,283,232.78**	**$ 9,766,468.26**	**$ 10,283,232.78**	**516,764.52**	**516,764.52**	-
WORKERS COMPENSATION FUND								
TEXPOOL	OPEN	-	-	-	-	-	-	-
SUBTOTAL - INVESTMENT POOLS	0.00%	$ -	$ -	$ -	$ -	-	-	-
FIRST FINANCIAL	OPEN	$ 2,119,584.06	$ 2,148,104.88	$ 2,119,584.06	$ 2,148,104.88	28,520.82	28,520.82	(0.00)
SUBTOTAL - BANKS	100.00%	$ 2,119,584.06	$ 2,148,104.88	$ 2,119,584.06	$ 2,148,104.88	28,520.82	28,520.82	(0.00)
TOTAL WORKERS COMPENSATION	100.00%	**$ 2,119,584.06**	**$ 2,148,104.88**	**$ 2,119,584.06**	**$ 2,148,104.88**	**28,520.82**	**28,520.82**	**(0.00)**
TOTAL - ALL FUNDS		**$ 83,680,316.14**	**$ 81,026,378.70**	**$ 83,676,106.14**	**$ 80,024,788.70**	**(3,651,317.44)**		

Average Portfolio Yield by Investment Type

Texpool	5.32%
First Financial	5.16%

Benchmarks

3 Month Treasury Bill	5.40%	From Buddy
6 Month Treasury Bill	5.36%	
12 Month Treasury Bill	5.10%	

Weighted Average Maturity

General Fund	40.66	**days**
Food Service	1.00	**day**
Debt Service	1.00	**day**
Workers Compensation	1.00	**day**
Grand Total	32.56	**days**

Ratio of FV to Cost 98.76%
(Any ratio in excess of 99.50% is considered acceptable.)

Settlement Or Last Interest Pymnt Date — 390

Quarter Ending Date	Interest Pymnt Date	PAR Value	Days Accrued	Int. Rate	
05/31/24	04/21/23	-	406	0.000%	-
05/31/24	07/05/23	-	331	0.000%	-
05/31/24	03/14/23	3,000,000	444	5.125%	187,027.40
05/31/24	05/17/23	1,000,000	380	5.500%	57,260.27
05/31/24	05/30/23	1,000,000	367	5.550%	55,804.11
				End Bal	244,287.68
				Less: Beg Bal	-
					244,287.68

199-00-1250

JE8851 - YE Accrued Interest Adjustment

Acct String	Debit	Credit
199-00-1250-00-000-00-000-2019-000	244,287.68	-
199-00-5742-00-000-99-999-2019-999	-	244,287.68

Abilene Independent School District Board Document - Agenda Item VIII

Meeting Date: July 8, 2024 Meeting Type: Meeting

Item Type: Public Hearing Future Action Required: No If Yes, Month:

Subject: Public Hearing on Every Student Succeeds Act (ESSA) Application

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Background Information**:**
Every Student Succeeds Act (ESSA) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. ESSA supports equal access to quality education by giving states significant input into how schools foster student achievement for educationally disadvantaged and struggling students, including:

- Students living in poverty,
- Minorities,
- Students with disabilities, and
- Emerging bilingual students.

ESSA also provides supplementary grant funding for targeted purposes through its various titles, or portions of the law, including Titles I-IV for which Abilene ISD typically applies. The district is required to invite stakeholders in various ways to provide input regarding planned uses of the funds. The July 8 public hearing is one of these required opportunities.

Fiscal Implications
The current planning amount for Abilene ISD for the 2024-2025 school year is $6,856,540.

Contact Person:

Kimberly Brumley, Executive Director – Federal Programs & District Planning

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ESSA Grant Application Public Hearing

Kimberly Brumley, Executive Director - Federal Programs & District Planning

July 8, 2024

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What is ESSA?

Background



Elementary and Secondary Education Act (ESEA)

No Child Left Behind Act (NCLB)

Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (**ESSA**) is the nation's main education law for all public schools. The law holds schools accountable for how students learn and achieve. **ESSA** supports **equal access** to **quality education** for **all students**.

Purpose

ESSA gives states **considerable input** into how schools account for student achievement including the achievement of educationally disadvantaged or struggling students:

- Students living in poverty
- Minorities
- Students with disabilities
- Emerging bilingual students

ESSA expects schools to invite input from stakeholders.

ESSA provides funding to target identified needs.

Scope

- Academic standards
- Annual testing results and student progress
- School accountability ratings
- Goals for academic achievement
- Plans for supporting and improving struggling schools
- State and local report cards
- Parent engagement in all aspects

Funding

PROGRAM	PURPOSE	2024-25 Planning	2023-24 Final	2022-2023 Final
Title I, Part A	Improving Basic Programs	$5,631,525	$5,759,104	$5,944,218
Title I, Part C	Migrant Students (SSA)	$2,881	$1,862	$0
Title I, Part D	Neglected & Delinquent Youth	$30,407	$55,663	$86,404
Title II, Part A	Supporting Effective Instruction	$685,860	$849,426	$1,095,295
Title III, Part A	English Learners	$92,998	$90,254	$134,973
Title IV, Part A	Student Support & Academic Enrichment	$412,869	$429,629	$581,850
TOTAL ESSA FUNDS		**$6,856,540**	**$7,185,938**	**$7,842,740**

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What's Our Plan?

2024-2025 Performance Objectives

Goal 1 Student Achievement: Learners will be actively engaged in classrooms	Goal 2 Leadership Development: Establish a culture of collaboration	Goal 3 Teacher Quality: Develop and capitalize on the strengths, resources, and talents of all stakeholders	Goal 4 Community Engagement: Tell the AISD story of being a school district of choice
Provide effective Tier 1 Instruction.	Establish and implement professional learning communities (PLC).	Refine onboarding of new staff.	Invite input and promote engagement of families.
Support student-centered Tier I instruction.	Consistently utilize data to inform instructional decisions.	Develop a system to prioritize staffing to high needs campuses.	Promote student and staff showcasing of campus successes to external audiences.
Pursue high quality options (SGS).	Define and foster leadership.	Retain and reward employees.	Secure and engage external stakeholders to inform and enrich district programs.
Implement a multi-tiered system of supports (MTSS).			
Close achievement gaps.			

2024-2025 ESSA Program Summary

- Supplementary Staffing
  - Job-embedded professional learning support
  - Intervention staff
  - Parent-family engagement (PFE) liaisons
  - Instructional paraprofessionals
  - Tutors
- Supplementary Instructional Supplies/Materials
- Supplementary Technology (devices and online resources)
- Supplementary Services for English Learners
- Services to Provide a Well-Rounded Education
- Opportunities for family engagement

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Input or Questions?



Project Overview / Construction Update

July 8, 2024

Presented to Abilene ISD

Property of Schneider Electric

Public

Life Is On Schneider Electric

Final Construction Update

BAS Control Integration: Administration Building is being finalized first week of July

25 Doors to be replaced in beginning July 1st with expected completion of end of July

Punch List: Replacement glass for warranty issues, Final trim and finish

Public

Efficient Infrastructure Solutions

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Building Automation System
- Provides scheduling capabilities
- Optimizes efficiency
- Improves occupant comfort

Window / Door Replacements
- Prevents air and water leaks
- Controls internal air pressure, quality, and temperature
- Improves building aesthetics

HVAC Rooftop Units
- Improves occupant comfort
- Provides energy efficiency
- Offers system reliability
- Requires less maintenance



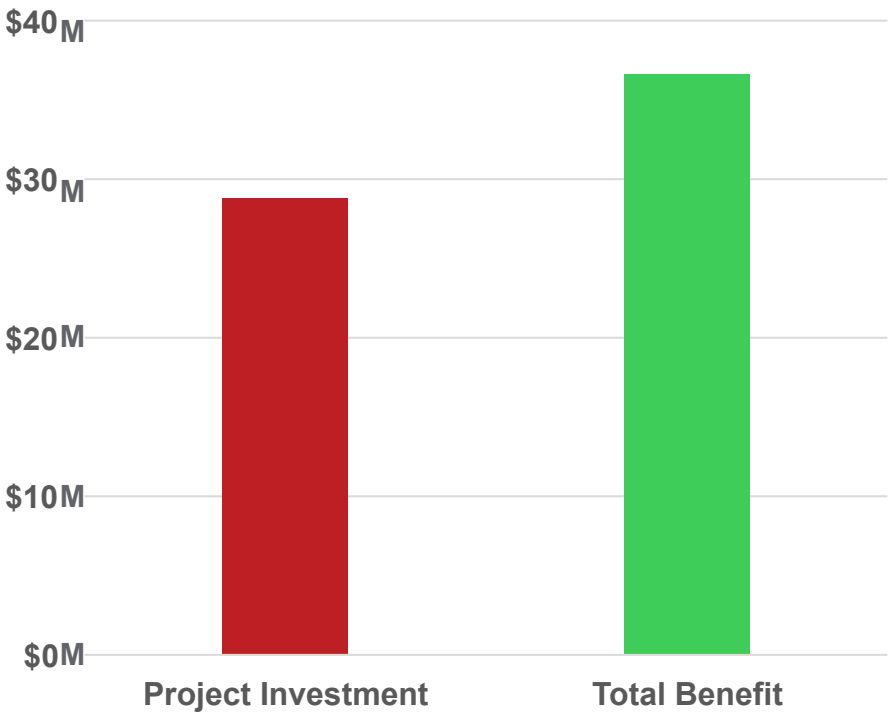
LED Lighting
- Reduces energy usage
- Requires less maintenance
- Creates uniform look

Outside Air Units
- Improves occupant comfort
- Provides energy efficiency
- Offers system reliability
- Requires less maintenance

Life Is On Schneider Electric

Public

Project Cost + Project Energy Savings



$28.8M
Energy Efficiency Project

$36.6M
Guaranteed Savings over 20 Years

24.6%
Utility consumption reduction

12
School facilities modernized

Public

Learning Environment Improvements

Windows





Before

After

Public

Learning Environment Improvements

Windows – Woodson CE





Before

After

Public

Learning Environment Improvements

Windows – Abilene HS





Before

After

Public

Learning Environment Improvements

Windows – Madison HS





Before

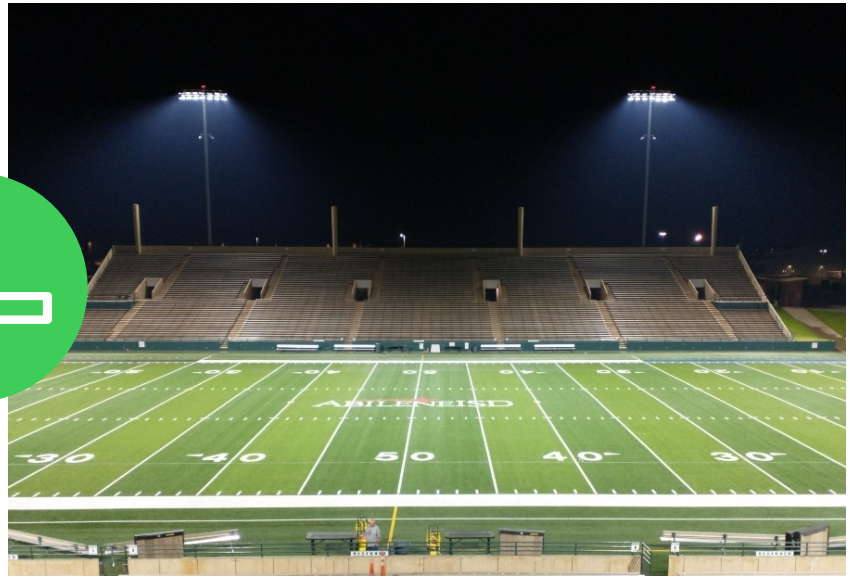
After

Public

Learning Environment Improvements

Lighting – Shotwell Stadium





Before

After

Public

Learning Environment Improvements

Lighting



Before



After

Public

Learning Environment Improvements

Doors



Before



After

Public

Learning Environment Improvements

Outside Air Units



Before



After

Public

Learning Environment Improvements

Rooftop Unit





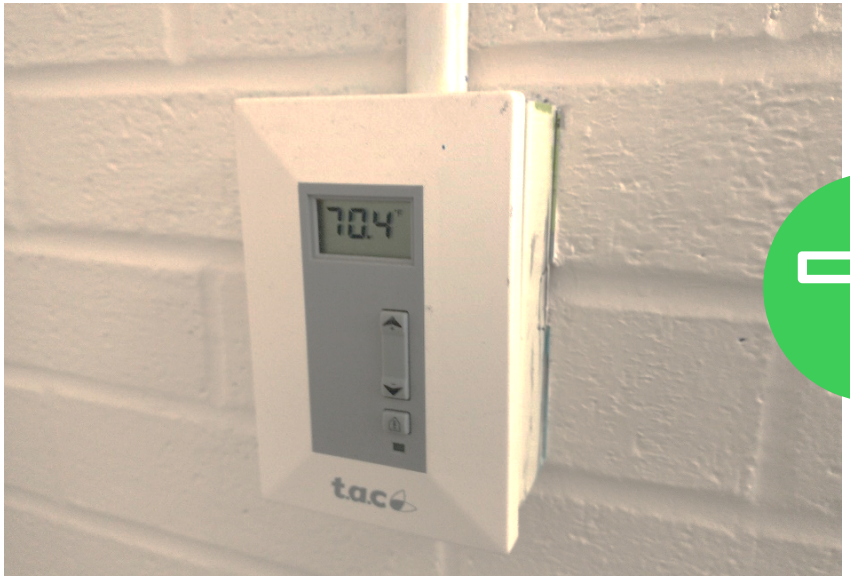
Before

After

Public

Learning Environment Improvements

BAS





Before

After

Public



Public

Abilene Independent School District Board Document - Agenda Item X.

Meeting Date: July 8, 2024 Meeting Type: Regular

Item Type: Action Future Action Required: If Yes, Month: N/A

Subject: Contract with ESC 14

Background Information:

Abilene ISD Board Policy GNB (LEGAL) provides for the purchase of services from our regional Educational Service Center, which is Region 14. Regional Education Service Centers provide services to assist school districts in improving student performance and increasing the efficiency and effectiveness of school programs and operations.

Attached Supporting Documents:

Contract proof and cost table.

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Fiscal Implications:

Cost of $159,497.67 total. ($110,299 will come from AISD local funds. The remainder to be covered by state and federal funding.)

Administrative Recommendation:

Approve this annual contract.

Contact Person:

John Kuhn

Abilene Independent School District Board Document - Agenda Item X.B

Meeting Date: July 8, 2024 Meeting Type: Regular Meeting

Item Type: Action Future Action Required: No If Yes, Month: N/A

Subject: Appointment of Delegate and Alternate for the TASB Delegate Assembly, Saturday, September 28, 2024

Background Information**:** Each School District that belongs to the Texas Association of School Boards (TASB) nominates a delegate and an alternate delegate to serve on the TASB Delegate Assembly. The Delegate Assembly meets during the TASA/TASB Conventions. The 2024 TASA/TASB Delegate Assembly will be held in San Antonio, Texas on Saturday, September 28, 2024.

Attached Supporting Documents: None

Fiscal Implications: None

Administrative Recommendation: None

Contact Person: Dr. John Kuhn

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