

**The Board of Trustees  
Aledo ISD  
Agenda of Special Meeting**

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A Special Meeting of the Board of Trustees of Aledo ISD will be held August 6, 2025, beginning at 5:00 PM in the Aledo ISD Administration Board Room, 1008 Bailey Ranch Rd, Aledo, TX 76008.

**Aledo Independent School District Vision  
Growing Greatness through exceptional experiences that empower learners for life**

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

If, during the course of the meeting covered by this agenda, the Board should determine that a closed session of the Board should be held or is required in relation to any item included on this agenda, then such closed session as authorized by Section 551.001 et seq of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this agenda or as soon after the commencement of the meeting covered by this agenda as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 – 551.084, inclusive, of the Open Meetings Act.

I. Call To Order

Forrest Collins, President

II. Determine a Quorum

III. Public Comment on Agenda Item

Forrest Collins, President

IV. Action Items

A. Consider Approval of Policy FM(Local): Student Activities & FD(Local): Admissions 3

Susan Bohn, Superintendent

B. Consider Approval of Policy FNCE(Local): Student Conduct- Personal Communication 8

Devices/Electronic Devices

Kim Raymond, Deputy Superintendent

C. Consider Approval of 2025-2026 Student Code of Conduct 11

Kim Raymond, Deputy Superintendent

D. Consider Approval of Policy EFB(Local): Instructional Resources- Library Materials 65

Amber Crissey, Assistant Superintendent of Curriculum and Instruction

V. Communication Items

A. 2024-2025 End of Year Student Assessment Data 74

Amber Crissey, Assistant Superintendent of Curriculum and Instruction; Candace Summerhill, Director of Assessment and Accountability

B. 2025-2026 Aledo Behavior Standards 114

Kim Raymond, Deputy Superintendent

VI. Executive Session

Forrest Collins, President

A. Section 551.074 - Personnel Matters- The Board will discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees or officials. (This may involve consultation with attorney as permitted under Section 551.071)

1. Superintendent Contract

B. Section 551.071 & 551.129 - Consultation with Attorney- The Board will discuss and receive legal advice from its attorney on matters which should be confidential under Texas Government Code Section 551.071

C. Section 551.072 - Deliberation Regarding Real Property- The Board will discuss the purchase, exchange, lease or value of real property. (This may involve consultation with attorney as permitted under section 551.071)

D. Section 551.0821 - School Board- The Board will discuss personally identifiable information about a public school student.

VII. Adjourn

Forrest Collins, President



## **ALEDO ISD BOARD MEETING TEMPLATE**

**MEETING DATE:** August 6, 2025

**AGENDA ITEM:** Consider Approval of Policy FM(Local): Student Activities and Policy FD(Local): Admissions

**PRESENTER:** Susan Bohn, Superintendent

### **BACKGROUND INFORMATION:**

The 89th Texas Legislative session convened beginning in January 2025. Several bills were passed that require immediate action by the district.

SB 401 requires that a school district must pass a policy if the district wishes not to permit non-enrolled students the same opportunity to participate in University Interscholastic League activities as students enrolled in the district.

Historically in Aledo ISD, only enrolled students have been permitted to participate in U.I.L. activities. Since the school year is beginning so soon, and since students and families currently participating have relied on the current policy and practice, the Administration recommends that the Board of Trustees amend two policies to meet the new state legal requirement to opt-out of permitting non-enrolled students to participate. The Administration would like to gather information about possible impacts and details of implementation if the current practice were to change, and give the Administration and Board time and opportunity to better understand the interests and needs of students, parents, program staff, and community members.

### **FISCAL INFORMATION:**

None

### **ATTACHMENTS:**

Draft Revisions to Policy FM(Local): Student Activities  
Draft Revisions to Policy FD(Local): Admissions

### **ADMINISTRATIVE RECOMMENDATION:**

The Administration recommends that the Board approve the revisions to Policy FM(Local): Student Activities and Policy FD(Local): Admissions as presented.

STUDENT ACTIVITIES

FM  
(LOCAL)

**Extracurricular Activity  
Absences**

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board.

The District shall not limit an eligible student's absences related to participation in extracurricular activities. [See [Record of Absences in FM\(LEGAL\)](#)]

[\[For eligibility of a non-enrolled student, including a private school student or a home school student, to participate in extracurricular activities, see FD\(LOCAL\).\]](#)

**Use of District Facilities**

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

**Persons Age 21 and Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

**Registration Forms**

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency. The District may investigate stated residency as necessary.

**Minor Living Apart**

Person Standing in Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Unenrolled Students**

**A non-enrolled student, including a student enrolled in a private school or a home-school, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities. [See EEL and FM]**

**Nonresident Student in Grandparent's After-School Care**

~~The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.~~

~~The Superintendent shall have authority to approve or deny such admissions requests in accordance with Board policy.~~

**Definition: Substantial Care**

~~For the purpose of admission under this provision, a substantial amount of after-school care consists of at least two hours per school day for five days during the regular school week.~~

~~Procedure~~                      ~~The nonresident parent and the resident grandparent shall apply to the Superintendent if they wish to request admission of a nonresident student based on the amount of after-school care provided by the grandparent. The request and the affirmation of the grandparent's residency must be made in writing by completing the form provided by the District.~~

~~Loss of Eligibility~~                      ~~The Superintendent may consider the following as indicators that the grandparent is no longer providing the level of care designated, which may result in forfeiture of enrollment:~~

~~1. If the care provided by the grandparent no longer meets the definition for substantial care as defined by this policy;~~

~~2. If the student obtains a driver's license; or~~

~~3. If the student obtains after-school employment.~~

**The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.**

**The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.**

**“Accredited” Defined**                      For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**Grade-Level Placement**  
Accredited Schools                      The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools                      A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

**Transfer of Credit**

Accredited Texas  
Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or  
Nonaccredited  
Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition  
Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

**Withdrawal**

[See EI]

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]



## **ALEDO ISD BOARD MEETING TEMPLATE**

**MEETING DATE:** August 6, 2025

**AGENDA ITEM:** Consider Approval of Policy FNCE(Local): Student Conduct- Personal Communication Devices/Electronic Devices

**PRESENTER:** Susan Bohn, Superintendent

### **BACKGROUND INFORMATION:**

The 89th Texas Legislative session convened beginning in January 2025. Several bills were passed that require immediate action by the district.

HB 1481 requires school boards to adopt a policy prohibiting students from using cell phones, tablets, smartwatches, radio devices, paging devices, or any other electronic device capable of communication while on school property during the school day. Exceptions in the law include devices provided by the district and personal communication devices that are required by the student for health reasons or for the implementation of the student's special education individualized education program (IEP) or Section 504 Plan.

The Administration recommends revisions to Board Policy FNCE(Local) in an effort to comply with the new state law.

### **FISCAL INFORMATION:**

None

### **ATTACHMENTS:**

Draft Revisions to Policy FNCE(Local): Student Conduct- Personal Communication Devices/Electronic Devices

### **ADMINISTRATIVE RECOMMENDATION:**

The Administration recommends that the Board approve the revisions to Policy FNCE(Local): Student Conduct- Personal Communication Devices/Electronic Devices as presented.

## PROPOSED POLICY

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**Note:** For searches of personal communication devices or other personal electronic devices, see FNF.

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### Personal Communication Devices

A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

A student who violates this policy or any regulations shall be subject to discipline in accordance with the Board-adopted Student Code of Conduct.

An authorized District employee shall confiscate a student's personal communication device that is used in violation of this policy or any applicable regulations.

If a personal communication device is not retrieved, the District **may** dispose of the device after providing the notice required by law.

### Exceptions

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

### Implementation

The Superintendent shall develop regulations to implement this policy.

STUDENT CONDUCT  
PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

FNCE  
(LOCAL)

Compliance

Annually, the Superintendent shall report to the Board on the implementation and compliance of this policy.



## **ALEDO ISD BOARD MEETING TEMPLATE**

**MEETING DATE:** August 6, 2025

**AGENDA ITEM:** Consider Approval of the 2025-2026 Aledo ISD Student Code of Conduct

**PRESENTER:** Kim Raymond, Deputy Superintendent

**BACKGROUND INFORMATION:**

The Student Code of Conduct (SCoC) is updated and approved annually by the Board of Trustees to reflect changes in the law and as needed. The SCoC is posted on the district and campus websites.

The attached redlined version of the 2025-2026 SCoC reflects the changes to the 2024-2025 SCoC that the administration is recommending to the Board, most of which reflect changes in state law related to behavior and discipline passed by state lawmakers during the 89th Legislative Session. The changes required by state law changes are numerous and are reflected in the attached redlined version of the SCoC.

**FISCAL INFORMATION:**

None

**ATTACHMENTS:**

Draft 2025-2026 Student Code of Conduct

**ADMINISTRATIVE RECOMMENDATION:**

Administration recommends the Board approve the 2025-2026 Aledo ISD Student Code of Conduct as presented.



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**ALEDO ISD STUDENT  
CODE OF CONDUCT  
202~~5~~4-202~~6~~5 School Year**

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## Student Code of Conduct

### Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Kim Raymond, Deputy Superintendent via email at [kraymond@aledoisd.org](mailto:kraymond@aledoisd.org) or by phone at 817-441-8327.

### 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 Aledo 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.

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

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 37.007, or 37.0081](#); ; and
12. When the student is required to register as a sex offender.

## **Campus Behavior Coordinator**

As required by law, a **single** 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. **Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented.** The CBC is primarily responsible for maintaining student discipline. **The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:**

- **Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);**
- **Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);**
- **Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#) ; and**
- **Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.**

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 [www.aledoisd.org](http://www.aledoisd.org) and at [2024-2025 Aledo ISD Student Code of Conduct](#).

### **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 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.

### **Aledo ISD Police Department**

The board utilizes police officers 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 district police officers are:

1. *Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.*
2. *Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.*
3. *Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.*
4. *Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.*
5. *Enforce District policies on District property, in school zones, at bus stops, or at District functions.*

6. *Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in administrative hearings concerning the alleged violations.*
7. *Carry weapons as directed by the chief of police and approved by the Superintendent.*
8. *Carry out all other duties as directed by the chief of police or Superintendent.*

### **“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 or deny 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:

13. The person poses a substantial risk of harm to any person; or
14. 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 26 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 **In-School Suspension**, **Out-of-School Suspension**, **DAEP Placement**, **Placement and/or Expulsion for Certain Offenses**, and **Expulsion**, 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**.

### 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 consequences assigned by a teacher or principal.

### Mistreatment of Others

Students shall not:

- Use offensive language, including but not limited to, the use of slurs or derogatory language related to race, sex, gender, disability, and religious beliefs.
- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses**.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- **Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see Glossary]**
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material, **including** ~~or intimate visual~~ material created through the use of artificial intelligence (AI), ~~of a person without the consent of that person.~~
- 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.
- Retaliation against a person who makes a good faith report that creates an intimidating or abusive environment for a student, or that materially disrupts the educational process, including physically harming a student or damaging their property.

### 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 29.)
- 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 29.)
- 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;
- **A short barrel firearm;**
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- \*A location-restricted knife;
- \*A club;
- \*A firearm;
- A stun gun;
- Knuckles;
- A pocket knife or any other small knife;

- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, any component, part, or accessory for an e-cigarette device, and non-tobacco nicotine products (including nicotine pouches);
- 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 29. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

### **Use Possession of Telecommunications Personal Communication or Other Electronic Devices**

Students shall not: (go back to model SCoC)

- Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [see Glossary] ~~Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.~~
- The district may authorize the use of a personal communication device for the following reasons:
  - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
  - With documented need based on a directive from a qualified physician; or
  - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

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

### **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 22 and **Expulsion** on page 32 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 the 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:

- 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.
- 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.
- 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.
- Damage electronic communication systems or electronic equipment, including knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable.
- Disable or attempting to disable or bypass any Internet filtering device.
- Use someone's account without permission.
- Pretend to be someone else when posting, transmitting, or receiving messages.
- Attempt to read, delete, copy, modify, or interfere with another user's posting, transmittal, or receipt of electronic media.
- Use the internet or other electronic communications to threaten or harass or bully 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.

## General Conduct Violations

- Use inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language.
- Post personal information about yourself or others, such as addresses, phone numbers, or photographs without permission, or responding to requests for personally identifiable information or contact from unknown individuals.
- Make appointments to meet in person people met online. If a request for such a meeting is received, it should be immediately reported to a teacher or administrator.
- Use the network and/or internet for commercial purposes.
- Promote, support, or celebrate a non-school related activity, organization, or event.
- Violate others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder or failing to adequately cite any and all websites, books, media, artificial intelligence (AI), etc. used in creating any school related work.
- Waste school resources through the improper use of the District's technology resources, including sending spam.
- Download unauthorized applications or software or gaining unauthorized access to restricted information or resources.
- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Use ~~of~~ artificial intelligence (AI) to maliciously impact the technology integrity of Aledo ISD.
- Use artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.
- Create or distribute deepfakes, including intimate or explicit images, to bully, deceive, threaten, harm, harass, or embarrass.

### 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.

## General Conduct Violations

- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, unauthorized use of artificial intelligence (AI), 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.

~~Students that possess/distribute any tobacco/vaping materials will receive the following:¶~~

- ~~● First offense: Mandatory District Alternative Educational Program (DAEP) and required online or face to face vaping awareness program - lack of program completion will result in additional days assigned in DAEP;¶~~
- ~~● Subsequent offenses: Mandatory DAEP placement and required vaping awareness program for student and parent - lack of program completion will result in additional days assigned in DAEP.¶~~

### First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

If a student who possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), shall have the following consequences:

- First offense: In School Suspension (ISS) for a period of at least 10 school days and required online or face to face vaping awareness program - lack of program completion will result in additional days assigned in ISS,
- Subsequent offenses: Mandatory DAEP placement and required vaping awareness program for student and parent - lack of program completion will result in additional days assigned in DAEP.

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 **in a manner that results in a change to the student's educational placement** for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **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.
- **In-school suspension, as specified in [In-School Suspension](#).**
- Out-of-school suspension, as specified in [Out-of-School Suspension](#).
- Placement in a DAEP, as specified in [Disciplinary Alternative Education Program \(DAEP\) Placement](#).
- Expulsion and/or placement in an alternative educational setting, as specified in [Placement and/or Expulsion for Certain Offenses](#).
- Expulsion, as specified in [Expulsion](#).
- 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.
- 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 37.0012\(d\)](#).

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.

### Parental Involvement

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

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

### 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 or through Policy Online® at the following address: [www.aledoisd.org](http://www.aledoisd.org).

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

## *Discipline Management Techniques*

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 CBC's office to maintain effective discipline on the bus. The 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 CBC may restrict or revoke a student's transportation privileges, in accordance with law.

**Removal from Extra Curricular Activities**

Students assigned to on-campus or out of school suspension are suspended from participation in contests and practice during their suspension assignment. This includes before and after school practice and events.

## 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 **Teacher** Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior ~~repeatedly interferes with~~ ~~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~~ A student demonstrates behavior that is so unruly, disruptive, or abusive that toward the teacher, another adult, or cannot teach, and the another students in the classroom cannot learn.
3. A student engages in conduct that constitutes bullying, as defined by [Education Code 37.0832](#).

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

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

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 **written** 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 **written** consent if the placement review committee determines that the teacher's class is the best or only alternative, **and not later than the third class day after the student was removed from class a conference in which the teacher was provided an opportunity to participate has been held**. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return to the class or a return to class plan has been prepared for that student.

### **Appeals of Formal Teacher Removals**

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

## In-School Suspension

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

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

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

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

### Process

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

The CBC shall determine the number of days of a student's suspension. In deciding whether to order in-school suspension, the CBC shall take into consideration:

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.

## 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~~ below grade 3 unless the conduct meets the requirements established in law.

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

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);

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

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

### Process

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

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

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

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.

### Alternative Assignment

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

### 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.

## *Out-of-School Suspension*

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*

### **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 separately from those students who are not assigned to the program.

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 **die by** 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, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

## Disciplinary Alternative Education Program (DAEP) Placement

- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. See **First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette** for additional information.

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. [Aggravated robbery or felonies listed as offenses in Title 5 \[see Glossary\] of the Penal Code are punishable as mandatory expulsions.](#)

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\(a\)\(1\)](#).
  - [Except as provided by Education Code 37.007\(a\)\(3\), sells](#) ~~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**.) (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.

## Disciplinary Alternative Education Program (DAEP) Placement

- 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 a cigarette or an e-cigarette, as defined by Section 161.081, Health and Safety Code.~~ :
  - 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 under [Penal Code 36.06](#) 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 32.~~)
  - Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off school property. Engages in conduct punishable as 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: ¶
  - The student receives deferred prosecution (see **Gglossary**), or a court or jury finds that the student has engaged in delinquent conduct (see **Glossary**), or the superintendent or designee has a reasonable belief (see **Glossary**) under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:
    - 1. A felony offense under [Title 5](#);
    - 2. The offense of deadly conduct under [Section 22.05](#);
    - 3. The felony offense of aggravated robbery under [Section 29.03](#)
    - 4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
    - 5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.
      - 1. ~~A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or ¶~~
      - 2. ~~The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.~~

### 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.

## *Disciplinary Alternative Education Program (DAEP) Placement*

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.

## *Disciplinary Alternative Education Program (DAEP) Placement*

### **DAEP at Capacity**

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to tobacco, 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 tobacco, 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:

## *Disciplinary Alternative Education Program (DAEP) Placement*

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 through Policy Online® at the following address: [www.aledoisd.org](http://www.aledoisd.org).

Appeals shall begin at *Level One* with the *appropriate campus administrator*.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

### **Restrictions During Placement**

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

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 placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

### **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.

## *Disciplinary Alternative Education Program (DAEP) Placement*

### **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 continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

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.

## *Disciplinary Alternative Education Program (DAEP) Placement*

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:~~

## Placement and/or Expulsion for Certain Offenses

- ~~Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;~~<sup>¶¶</sup>
- ~~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;~~<sup>¶¶</sup>
- ~~Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;~~<sup>¶¶</sup>
- ~~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~~<sup>¶¶</sup>
- ~~Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.~~<sup>¶¶</sup>

~~The district may expel the student and order placement under these circumstances regardless of:~~<sup>¶¶</sup>

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

### ~~Hearing and Required Findings~~<sup>¶¶</sup>

~~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:~~<sup>¶¶</sup>

1. ~~Threatens the safety of other students or teachers;~~<sup>¶¶</sup>
2. ~~Will be detrimental to the educational process, or~~<sup>¶¶</sup>
3. ~~Is not in the best interest of the district's students.~~<sup>¶¶</sup>

~~Any decision of the board or the board's designee under this section is final and may not be appealed.~~<sup>¶¶</sup>

### ~~Length of Placement~~<sup>¶¶</sup>

~~The student is subject to the placement until:~~<sup>¶¶</sup>

1. ~~The student graduates from high school and graduation ceremonies have been completed;~~<sup>¶¶</sup>
2. ~~The charges are dismissed or reduced to a misdemeanor offense, or~~<sup>¶¶</sup>
3. ~~The student completes the term of the placement or is assigned to another program.~~

### ~~Placement Review~~<sup>¶¶</sup>

~~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 22.)

#### Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to ~~die by commit or attempt to commit~~ or attempt to commit suicide. ~~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) or a terroristic threat involving a public school.

### 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 possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

~~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**.)
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#).
- 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.
  - ~~Kidnapping or a~~ Aggravated kidnapping.
  - ~~Burglary, robbery, or a~~ 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 conduct that contains elements of assault against a school employee or volunteer.
- ~~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.
- In school suspension.
- 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 campus principal 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 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.

## **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 continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

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

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. **Emergency expulsion may be ordered based on a single incident of behavior by the student.** 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.

### 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.

## 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:
  - f. 65 years of age or older, or
  - g. A disabled person.

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

**Armor-piercing ammunition** is defined by [Penal Code 28.02](#) 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.

**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.

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

**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.

**Personal Communication Device** means a telephone, cell phone, smart watch, personal tablet, Bluetooth device (including wireless headphones, earbuds and AirPods), gaming systems, personal laptops or any other personal electronic device capable of telecommunication or digital communication.

**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~~ Personal communication device 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.

**Retaliation** is defined in Texas Education Code 37.0832 as an action or threat that creates an intimidating or abusive environment for a student, or that materially disrupts the educational process. This could include actions that physically harm a student, damage their property, or put them in fear of harm.

**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~~ die by 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.



## **ALEDO ISD BOARD MEETING TEMPLATE**

**MEETING DATE:** August 6, 2025

**AGENDA ITEM:** Consider Approval of Policy EFB(Local): Instructional Resources: Library Materials

**PRESENTER:** Susan Bohn, Superintendent

### **BACKGROUND INFORMATION:**

The 89th Texas Legislative session convened beginning in January 2025. Several bills were passed that require immediate action by the district.

Senate Bill 13 allows a school district to establish a school library advisory council to make recommendations regarding procedures and acquisition of library materials. The Administration recommends that the Board of Trustees consider revisions to Local Board Policy EFB(Local) to create and govern a school library advisory council.

### **FISCAL INFORMATION:**

None

### **ATTACHMENTS:**

Draft Revisions to Policy EFB(Local): Instructional Resources: Library Materials

### **ADMINISTRATIVE RECOMMENDATION:**

The Administration recommends that the Board approve the revisions to Policy EFB(Local): Instructional Resources: Library Materials as presented.

### PROPOSED REVISIONS: 7.28.2025

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**Note:** For information related to the selection of instructional materials, see EFA.

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The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

#### School Library Advisory Council

**The Board has established a school library advisory council (SLAC). At the first meeting of the SLAC, the members shall select a chair.**

**The SLAC shall meet at least two times each year but may hold additional meetings in order to consider recommendations from District staff and fulfill its statutory duties.**

#### Collection Development Policy

In this policy, “library materials” **is defined by law and** may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. **[See EFB(LEGAL)]**

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, ~~and online catalogs~~ **online catalogs, library mobile applications used in the District, and any other library catalog a student may access.**

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

#### Responsibility

The District shall ensure **the members of the SLAC**, librarians, professional library staff, and other designated professional staff **are trained or receive information** on the proper collection development standards ~~select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.~~

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, **library standards**, and the District’s collection development purpose and goals.

#### Collection Development Goals

In addition to the requirements in state law and rules, the District’s library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and ~~cultures appropriate~~ **cultural groups of the state and their contributions** to ~~each campus~~ **the state, the nation, and the world**, to ensure the collection embodies the ~~unique~~ background of ~~its student population~~ **all students**.

~~Selection~~ **Recommen-**  
~~ation~~ **dation** and  
~~Evaluation~~ **Procure**  
~~ment~~ **ment** of Materials

Library materials shall be ~~selected~~ **recommended** and ~~ac-~~  
~~quired~~ **procured** in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

~~When selecting, acquiring, and evaluating library materials,~~ **Librarians and other professional staff shall assist the SLAC in developing the list of library material recommendations to be presented to the Board. The** librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the ~~selection~~ **development of recommendations** of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District ~~community members~~ **residents**.

2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

**The SLAC shall recommend to the Board a list of library materials for procurement.**

**The Board shall consider the SLAC's recommended list of library materials that have been proposed by the SLAC for procurement. Each Board member may propose changes before the Board takes action on the list of proposed library materials.**

**The Board shall either approve or reject the library materials that have been proposed for procurement.**

**Proposed  
Procurement List**

**At least 30 days prior to the Board's vote to approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.**

**Access Plan**

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental  
Involvement

Parents and guardians are the primary decision-makers regarding their **student's child's** access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their **student child**.

In accordance with state law and administrative procedures, parents or guardians may **submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.**

**The parent or guardian may** select alternative library materials for their **student child**. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access  
Procedures  
School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

~~Online Library  
Catalog~~

~~The District's library catalog is available to any parent or guardian online.~~

**A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.**

Protection from  
Inappropriate  
Material

**In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"**~~as defined by Penal Code 43.24(a)(2);~~

~~“obscene” material as defined by Penal Code 43.21(a)(1);~~ any library material that is pervasively vulgar or educationally unsuitable ~~as referenced in Board~~; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of ~~Education v. Picoa~~ link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the ~~Children's~~Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

### Reconsideration Challenge of Library Material

A District employee ~~or~~, a parent or guardian of a District student, **or a District resident** may ~~request the reconsideration of a challenge~~ library material maintained in the District's library program.

**The SLAC shall recommend to the Board for adoption the procedures for challenging library materials.**

### Guiding Principles

The following principles shall guide the review of a ~~request to reconsider a challenge of~~ library material:

1. An individual may ~~raise an objection to a challenge~~ library material used in the District's library program, despite the fact that the professional staff ~~selecting, SLAC, and the materials were qualified to make the selection,~~Board followed the proper procedure, and adhered to the objectives and criteria for **recommending and procuring** library materials set out in this policy.
- ~~2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.~~
- ~~3.2.~~ Access to a challenged material shall ~~not~~ be restricted during the **reconsideration challenge** process, ~~except the District may deny access to a student if requested by the student's parent or guardian.~~

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in

the library material or the personal background of the library material's author or the personal background of the characters in the material.

*Informal  
Reconsideration*

~~When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.~~

~~The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.~~

Formal ~~Request for  
Reconsideration~~**Ch  
allenge**

The District shall make ~~a~~**the Texas Education Agency** form to ~~request reconsideration of~~**challenge** library material available ~~in the District's administrative office.~~**on the District's website.**

If ~~an~~**a District** employee ~~or~~, a parent or guardian of a District student, ~~or a District resident~~ wishes to ~~request reconsideration of~~**a challenge** library material, they shall follow the procedures to complete and submit the ~~request for reconsideration~~**challenge form.**

**In addition to copies of the completed form-**

~~After a request for reconsideration form is submitted, the form shall be-~~ **being** provided to the ~~Superintendent.~~ **members** of the ~~form~~**SLAC in accordance with law, copies** shall **also** be provided to the **Board, the Superintendent, the** school librarian, ~~the Board,~~ and any other staff designated in administrative procedures.

*Reconsideration  
Committee*

~~For purposes of this policy, "days" shall mean District business days, unless otherwise noted.~~

~~The District designee shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.~~

~~The reconsideration committee shall include the District's designee that oversees libraries and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, librarian, and any other appropriate individuals.~~

~~Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials~~

~~for review, all members of the committee shall be informed that a reasonable extension of time is needed.~~

~~All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.~~

~~Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."~~

~~Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.~~

~~An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.~~

**SLAC  
Recommendation**

**The SLAC shall consider the challenge in accordance with Board-adopted procedures and in accordance with law and shall make a recommendation to the Board.**

**Any meeting of the SLAC or a review committee, if any, must comply with the meeting requirements under Education Code 33.024(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.**

The Superintendent, the school librarian, the individual submitting the ~~request for reconsideration~~**challenge**, and any other appropriate ~~administrators~~**staff** shall receive a copy of the ~~committee's report~~**SLAC's recommendation**.

Appeal~~Appeal~~

An individual who submitted a ~~request for reconsideration~~**challenge** may appeal the decision of the ~~reconsideration committee~~**SLAC to the Board** in accordance with ~~appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]~~**the challenge procedures**.

**When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.**

INSTRUCTIONAL RESOURCES  
LIBRARY MATERIALS

EFB  
(LOCAL)

Frequency of Review	After a library material has been <del>reviewed through</del> <b>challenged and the reconsideration process</b> <b>Board determines not to remove the library material from a school library catalog</b> , it <del>shall</del> <b>may</b> not be <del>reviewed</del> <b>challenged</b> again <del>within two calendar years</del> <b>before the second anniversary</b> of the <del>reconsideration committee's</del> <b>Board's</b> final decision <b>not to remove the material</b> .
<b>Removal of Library Materials</b>	<b>If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.</b>
<b>Maintenance of Library Materials</b>	In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See C]
<b>Gifts</b>	<b>The Board shall accept gifts of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]</b>
<b>Policy Review</b>	This policy shall be reviewed at least every three years and revised as necessary.



## **ALEDO ISD BOARD MEETING TEMPLATE**

**MEETING DATE:** August 6, 2025

**AGENDA ITEM:** End-of-Year (EOY) Screener Data & 2025 STAAR Data

**PRESENTER:** Dr. Amber Crissey, Assistant Superintendent of Curriculum & Instruction; Candace Summerhill, Director of Assessment & Accountability

### **BACKGROUND INFORMATION:**

- Universal screeners are given to all students within the same grade level to determine reading and math proficiency levels. These results are used to determine if a student is on, above or below grade level in foundational skills. Students who are identified as significantly below grade level are further reviewed by the site-based committee for Tier 3 interventions based on multiple data sources.
- Aleo ISD measures academic progress in reading and math utilizing the following universal screeners:
  - Circle Progress Monitoring: Pre-K reading and math
  - mCLASS Texas: K-2 reading
  - IXL Diagnostic: K-2 math
  - MAP Growth: 3-8 reading and math
- Students in grades PK-2 take the universal screeners three times per year (beginning, middle, end of year) to measure students' proficiency levels in math and reading. MAP Growth is given to all students in grades 3-8 at the beginning and middle of the year and to grades 3-5 at the end of the year.
- Assessment results provide teachers and students with data to facilitate meaningful progress.
- District-wide patterns and trends will be presented to the Board of Trustees comparing assessment results from the beginning of year to end of year in reading and math.

### **FISCAL INFORMATION:**

None

### **ATTACHMENTS:**

EOY Screener & 2025 STAAR Data Presentation

### **ADMINISTRATIVE RECOMMENDATION:**

None

# ALEDO ISD FOCUS DOCUMENT 2025-2026



## WHAT WE TEACH

---

Standards Driven  
Curriculum

---

Teaching to the Depth  
of the Standards

---

## HOW WE TEACH

---

Focus on 8 Cognitive Skills  
*Thinking Maps*

---

Fundamental Five

---

Rigor, Relevance,  
Learner Engagement

---

Workshop Model

---

## AUTHENTIC LITERACY

---

Cross-Disciplinary Literacy  
(listening, speaking, reading, writing, thinking)

---

Write From the  
Beginning & Beyond <sup>75</sup>

---

# Implementation Measures of District Instructional Focus 2025-26

## PLC Goals

Reported Quarterly

### **Focus on Learning**

Goal 92% of CTs by June

### **Collaborative Culture**

Goal 96% of CTs by June

### **Focus on Results**

Goal 91% of CTs by June

## District Instructional Priorities

Reported Monthly

### **Lesson Frame**

Goal 100% of classrooms by June

### **Critical Writing**

Goal 100% of classrooms by June

### **FSGPT / Academic Discussion**

Goal 100% of classrooms by June

### **Evidence of Clear Classroom Expectations /**

### **LEAD Matrix**

Goal 95% of classrooms by June

### **Student-Driven Learning**

\*Monthly report will consist of exemplars,  
rather than a percentage

### **Instructional Rounds Data**

\*District Aggregate Data Shared Each Semester

## Progress Monitoring

Reported BOY, MOY, EOY

### **CIRCLE Progress Monitoring**

PK Reading / Math Screener

### **mCLASS Texas**

K-2 Reading Screener

76

### **IXL Math**

K-2 Math Screener

### **MAP Growth**

3-8 Reading Screener

3-8 Math Screener



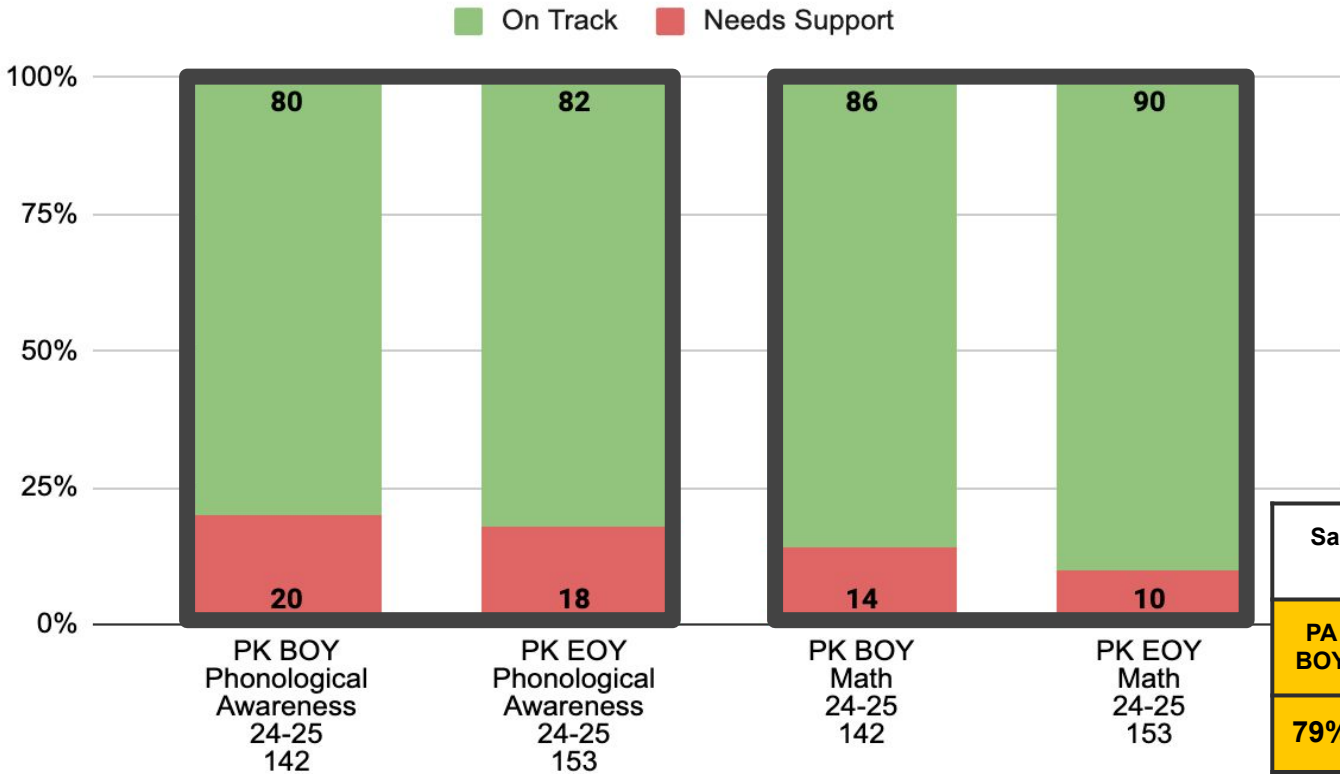
# Aledo ISD EOY Screener Data

2024-2025



*Ensuring high levels of learning for all students*

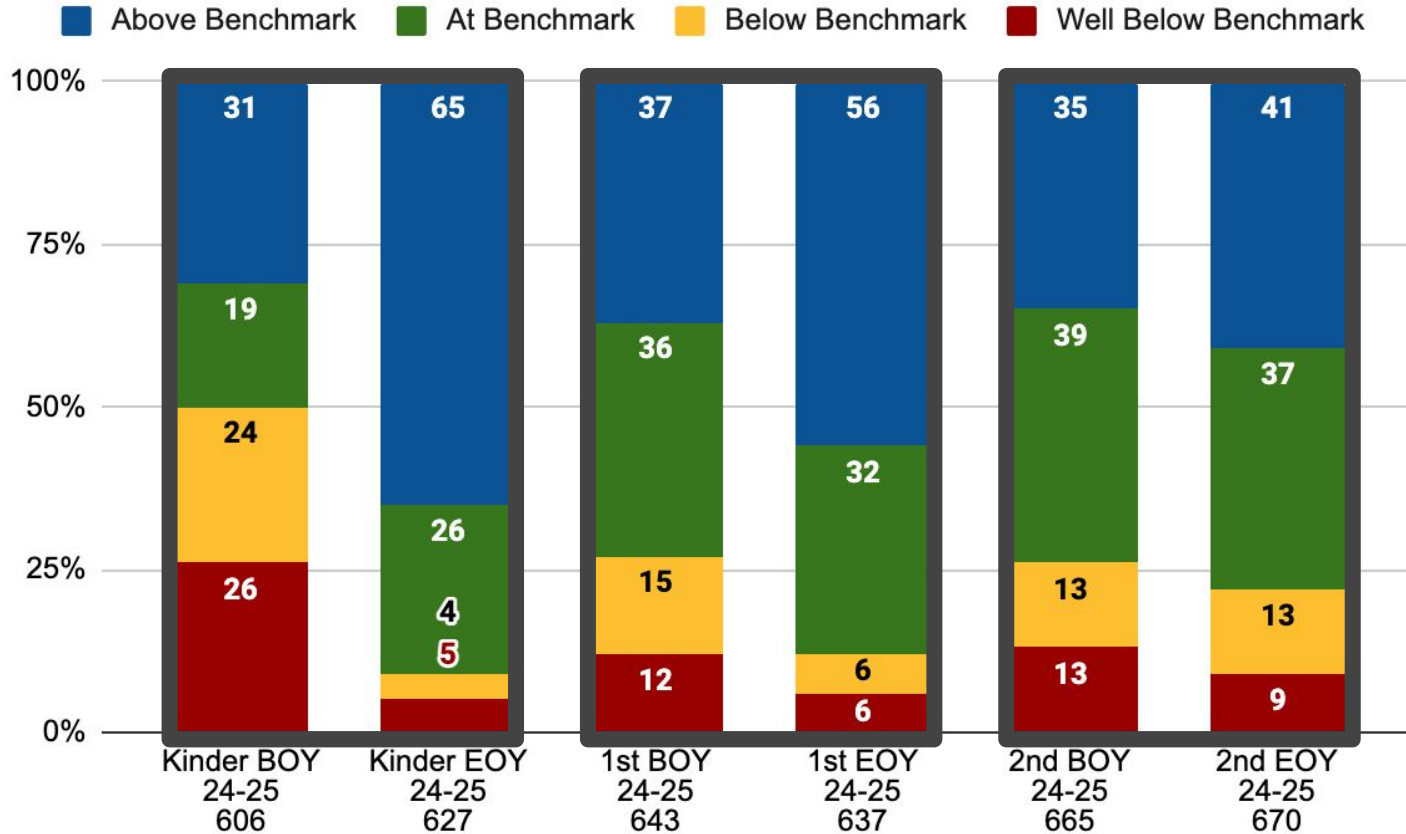
# CIRCLE Progress Monitoring: PreK



78

Same Students BOY to EOY On Track %			
PA BOY	PA EOY	Math BOY	Math EOY
79%	86%	86%	92%

# mCLASS Texas Reading: K-2



79

2nd Grade:  
Lowest percentage of students in well below @ EOY since implementation of a structured and explicit phonics program (2021-22)

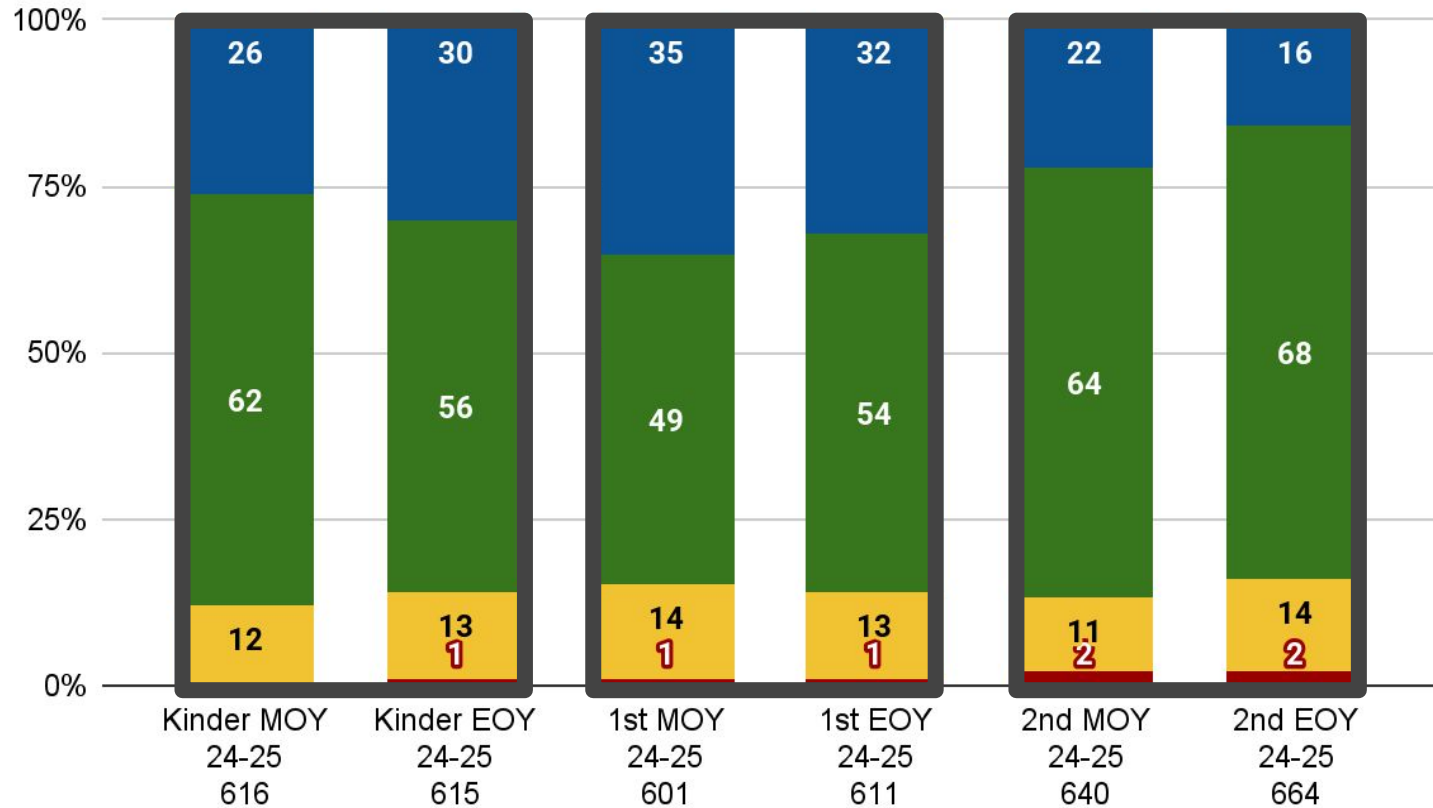
# EOY – mCLASS®:DIBELS 8 -Aledo ISD

## Texas and National user base comparison

Grade	Percent of Students in Each Performance Level at EOY 2024-25											
	Students at <u>Well Below Benchmark Level</u>			Students at <u>Below Benchmark Level</u>			Students at <u>Benchmark Level</u>			Students at <u>Above Benchmark Level</u>		
	District	Texas	National	District	Texas	National	District	Texas	National	District	Texas	National
K	<b>5%</b>	24%	22%	<b>4%</b>	11%	11%	<b>26%</b>	30%	31%	<b>65%</b>	35%	36%
1	<b>6%</b>	22%	20%	<b>6%</b>	11%	12%	<b>32%</b>	28%	29%	<b>56%</b>	39%	38%
2	<b>9%</b>	26%	24%	<b>13%</b>	13%	13%	<b>37%</b>	28%	30%	<b>41%</b>	33%	33%

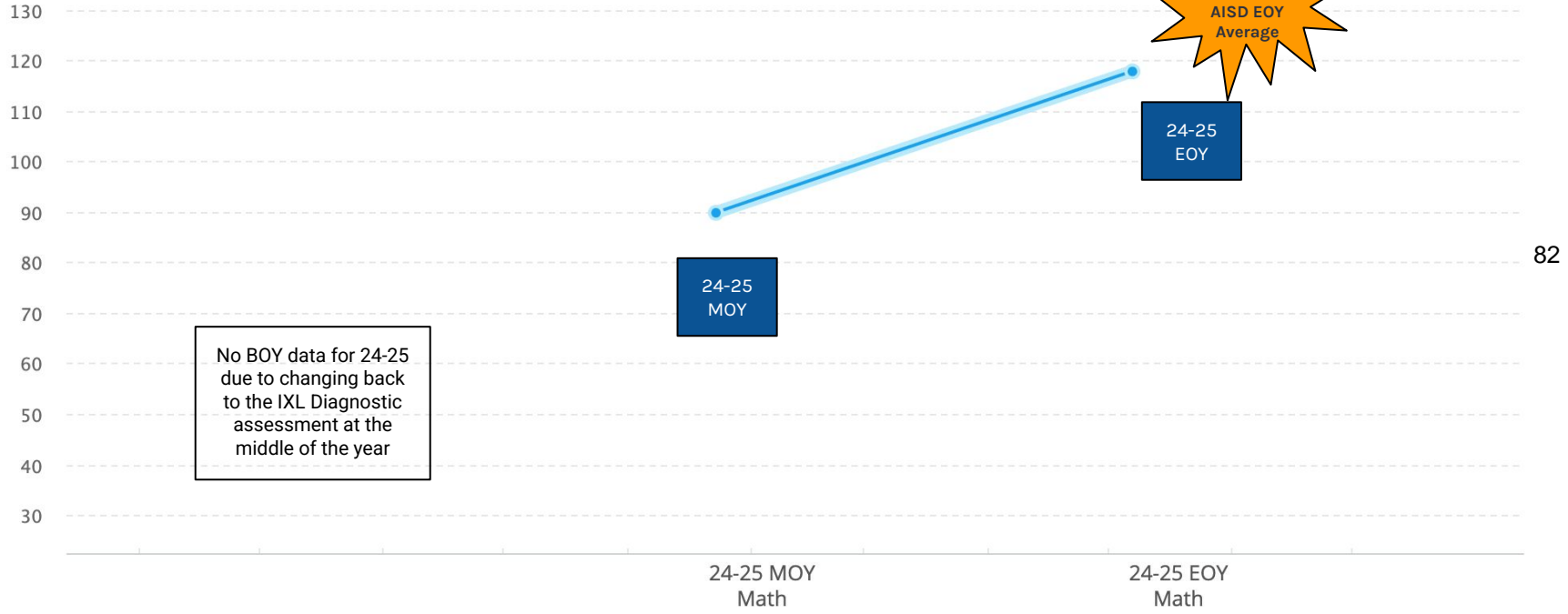
# IXL Math Diagnostic: K-2

Above On Below Well Below



# IXL Math Diagnostic Kindergarten Growth Data

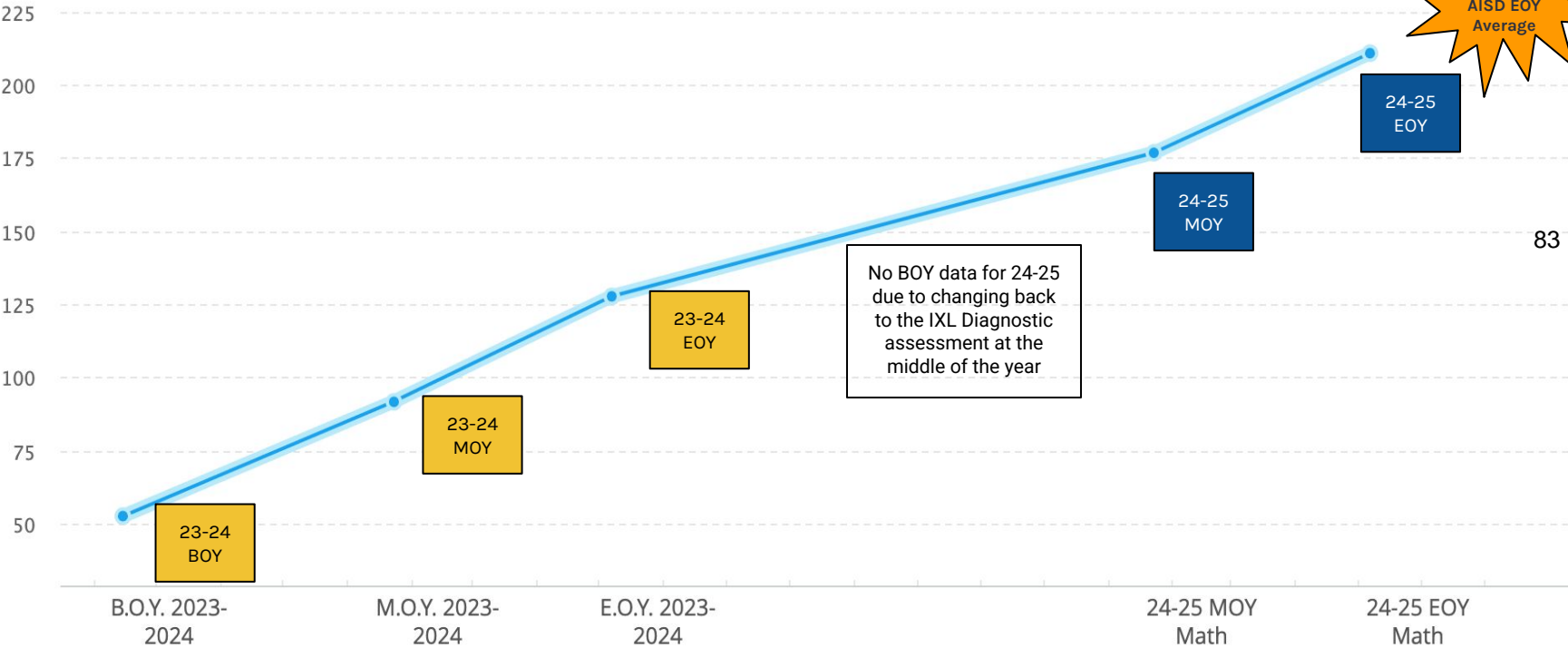
Average Nat'l EOY Expectation  
K=90  
1st=180  
2nd=260



Based on grade level averages

# IXL Math Diagnostic: 1st Grade 2-YR Cohort Growth Data

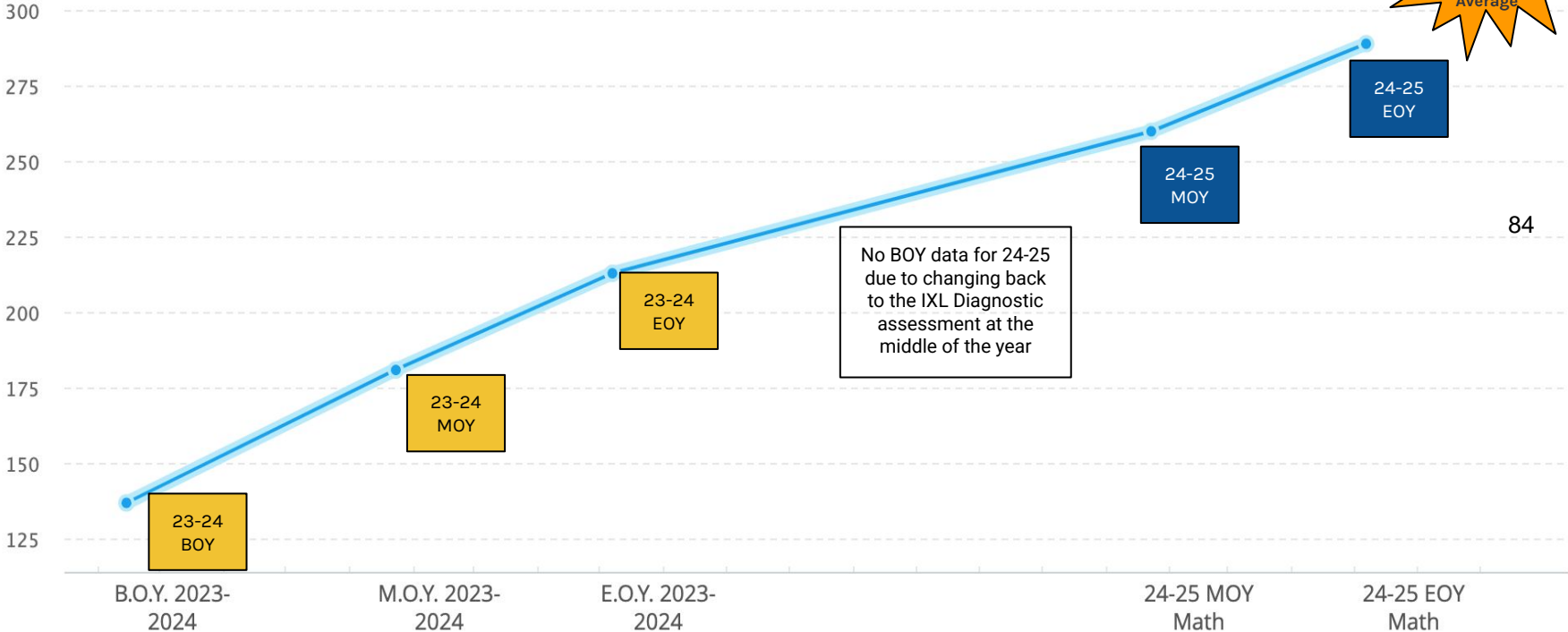
Average Nat'l EOY Expectation  
K=90  
1st=180  
2nd=260



Based on grade level averages

# IXL Math Diagnostic: 2nd Grade 2-YR Cohort Growth Data

Average Nat'l EOY Expectation  
K=90  
1st=180  
2nd=260



**289**  
AISD EOY  
Average

No BOY data for 24-25 due to changing back to the IXL Diagnostic assessment at the middle of the year

84

Based on grade level averages

# MAP Growth: Reading 3-5 (EOY)

257 (13%) students in the bottom two quintiles at BOY

## Celebrations

- 227 (88%) students in the bottom two quintiles at BOY made growth at EOY
- 148 (58%) students met EOY MAP goal
- 141 (55%) students exceeded EOY MAP goal
- 108 (42%) students moved up at least one quintile

## Areas for Growth

- 30 (12%) students in the bottom two quintiles at BOY did not show growth<sup>85</sup>
  - 3rd- 7 students
  - 4th- 8 students
  - 5th- 15 students

29 of 30 students are served through the special education, ESL and/or 504 programs.

# MAP Growth: Math 3-5 (EOY)

211 (11%) students in the bottom two quintiles at BOY

## Celebrations

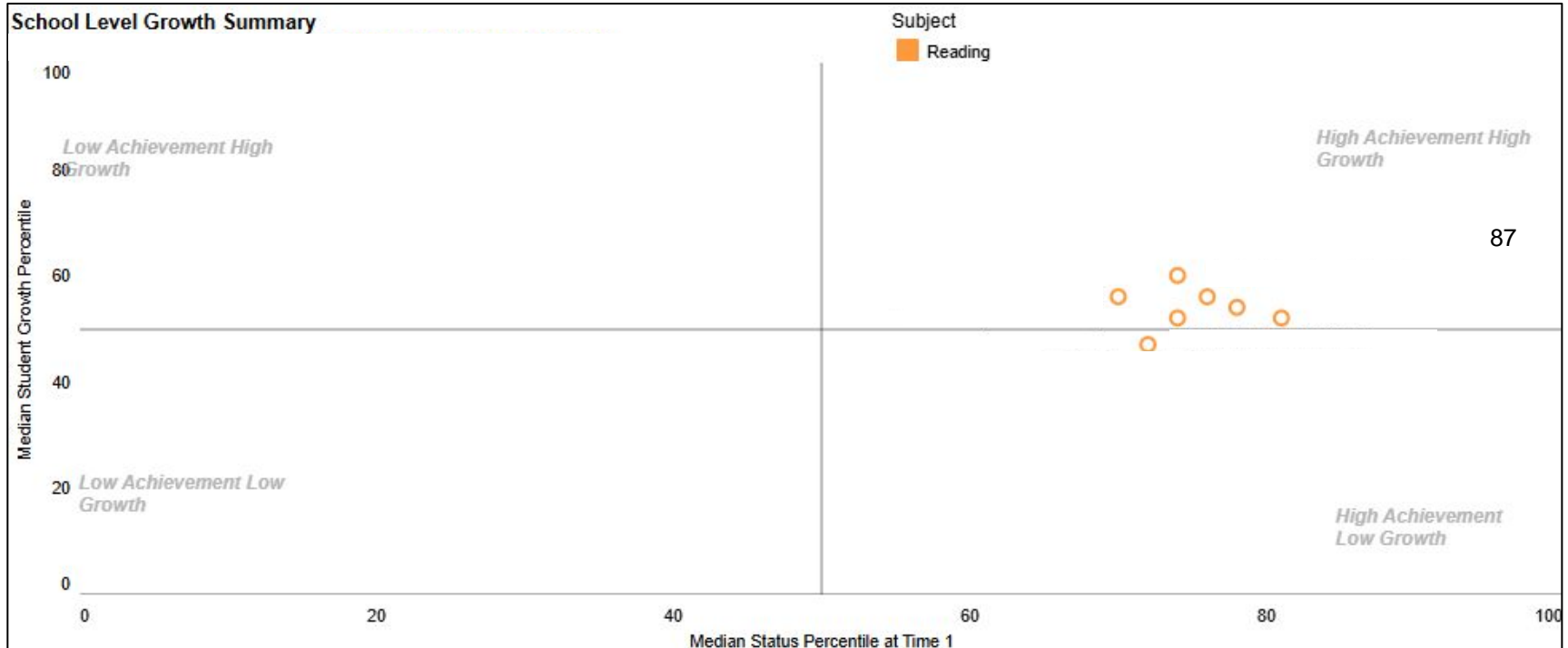
- 192 (91%) students in the bottom two quintiles at BOY made growth at EOY
- 134 (64%) students met EOY MAP goal
- 131 (62%) students exceeded EOY MAP goal
- 90 (43%) students moved up at least one quintile

## Areas for Growth

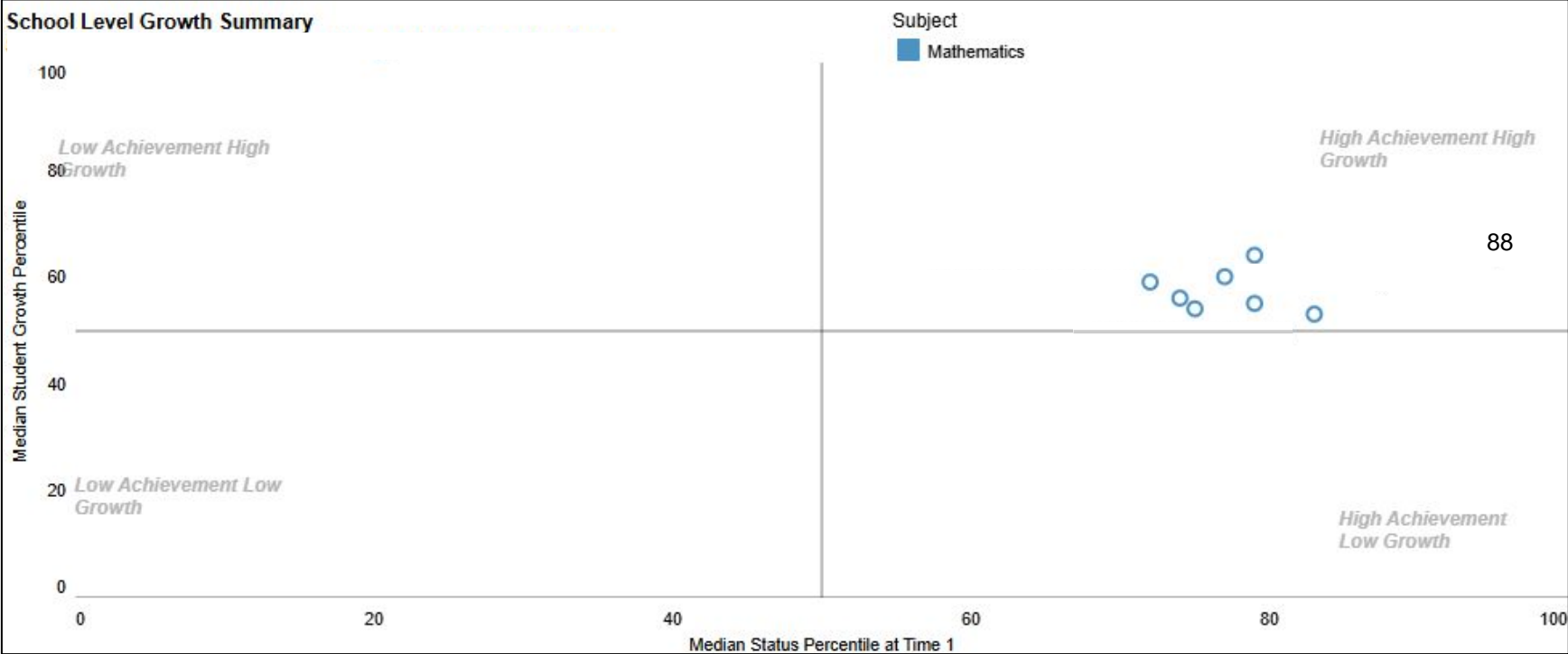
- 19 (9%) students in the bottom two quintiles at BOY did not show growth<sup>86</sup>
  - 3rd-4 students
  - 4th-3 students
  - 5th-12 students

17 of 19 students are served through the special education, ESL and/or 504 programs.

# MAP: 3-5 Grade Reading EOY Quadrant Report



# MAP: 3-5 Grade Math EOY Quadrant Report



# PSAT 9th Grade Fall 2024

## Reading & Writing Performance Level

### Reading and Writing

#### Performance Levels

Meets/ Exceeds Benchmark
  Approaching Benchmark
  Not Yet Approaching Benchmark

	# of Testers	Performance Levels			Benchmark Distribution	
		■	■	▨		
<u>District</u>	602	74%	8%	18%	0%	100%
<u>State (Public Schools Only)</u>	83,313	48%	9%	43%	0%	100%
<u>State (All Schools)</u>	89,297	50%	9%	41%	0%	100%
<u>U.S. and U.S. Territories</u>	439,682	56%	8%	36%	0%	100%
<u>Global Testers</u>	450,205	56%	8%	35%	0%	100%

# PSAT 9th Grade Fall 2024 Math Performance Level

## Math

### Performance Levels

Meets/ Exceeds Benchmark
  Approaching Benchmark
  Not Yet Approaching Benchmark

	# of Testers	Performance Levels			Benchmark Distribution	
		■	■	▨		
<u>District</u>	602	41%	13%	47%	0%	 90 100%
<u>State (Public Schools Only)</u>	83,313	28%	7%	65%	0%	 100%
<u>State (All Schools)</u>	89,297	29%	8%	63%	0%	 100%
<u>U.S. and U.S. Territories</u>	439,682	31%	8%	61%	0%	 100%
<u>Global Testers</u>	450,205	31%	8%	61%	0%	 100%

# PSAT 10th Grade Fall 2024

## Reading & Writing Performance Level

### Reading and Writing

#### Performance Levels

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark







	# of Testers	Performance Levels			Benchmark Distribution		
		<span style="display: inline-block; width: 15px; height: 15px; background-color: black;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: gray;"></span>	<span style="display: inline-block; width: 15px; height: 15px; border: 1px solid gray;"></span>			
<u>District</u>	571	74%	6%	19%	0%		91 100%
<u>State (Public Schools Only)</u>	237,513	57%	8%	36%	0%		100%
<u>State (All Schools)</u>	249,898	58%	8%	34%	0%		100%
<u>U.S. and U.S. Territories</u>	1,399,330	63%	7%	29%	0%		100%
<u>Global Testers</u>	1,425,319	64%	7%	29%	0%		100%

# PSAT 10th Grade Fall 2024 Math Performance Level

## Math

### Performance Levels

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark





	# of Testers	Performance Levels			Benchmark Distribution		
							
<u>District</u>	571	41%	11%	48%	0%	 <span style="float: right;">92</span>	100%
<u>State (Public Schools Only)</u>	237,513	31%	10%	59%	0%		100%
<u>State (All Schools)</u>	249,898	32%	10%	58%	0%		100%
<u>U.S. and U.S. Territories</u>	1,399,330	35%	10%	55%	0%		100%
<u>Global Testers</u>	1,425,319	36%	10%	54%	0%		100%

# SAT 11th Grade Spring 2025 Reading/Writing Performance Level

## Reading and Writing

### Performance Levels

Meets/ Exceeds Benchmark
 Approaching Benchmark
 Not Yet Approaching Benchmark

	# of Testers	Performance Levels			Benchmark Distribution		93
		<span style="display: inline-block; width: 15px; height: 15px; background-color: black;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: gray;"></span>	<span style="display: inline-block; width: 15px; height: 15px; border: 1px dashed gray;"></span>			
<u>District</u>	560	74%	6%	21%	0%		100%
<u>State (Texas Education Agency)</u>	250,892	54%	6%	40%	0%		100%
<u>State (All Schools)</u>	254,574	55%	6%	39%	0%		100%
<u>U.S. and U.S. Territories</u>	1,036,523	57%	6%	37%	0%		100%
<u>Global Testers</u>	1,039,419	57%	6%	37%	0%		100%

# SAT 11th Grade Spring 2025 Math Performance Level

## Math

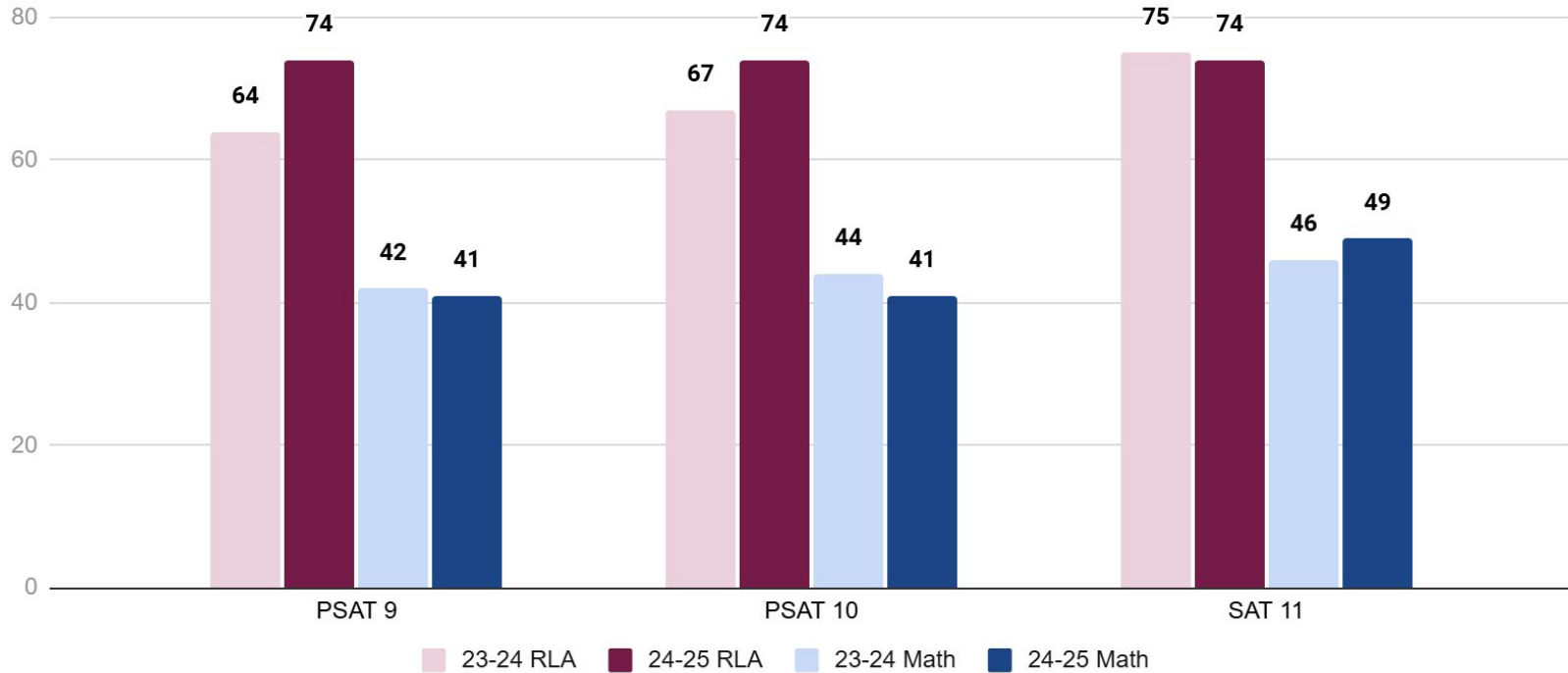
### Performance Levels

Meets/ Exceeds Benchmark
  Approaching Benchmark
  Not Yet Approaching Benchmark

	# of Testers	Performance Levels			Benchmark Distribution	
		Meets/ Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark		
District	560	49%	8%	43%	0%	100%
State (Texas Education Agency)	250,892	29%	6%	66%	0%	100%
State (All Schools)	254,574	29%	6%	66%	0%	100%
U.S. and U.S. Territories	1,036,523	30%	5%	65%	0%	100%
Global Testers	1,039,419	30%	5%	65%	0%	100%

94

# PSAT/SAT 2-Year Comparison



95

*During the 24-25 school year, shifted from the MAP Growth assessment to a focus on college-career readiness.*

# Math & RLA College Readiness

## 2024-25

- Increased teacher awareness of college readiness assessments through professional learning.
- Embedded TSIA2 skills into math and RLA instruction and assessments when applicable.
- Presented SAT classroom sessions in junior level math courses to build SAT student assessment literacy.
- Offered optional SAT preparation opportunities to junior students during flex time.
- Offered summer TSIA2 preparation and testing opportunity to targeted student group.

## 2025-26

- Continue building teacher capacity with college readiness assessments through professional learning and data analysis.
- Continue embedding TSIA2 skills into math and RLA instruction and assessments when applicable.
- Continue building student awareness and capacity of college readiness assessments (presentations to build assessment literacy, skills practice, goal setting) for freshmen, sophomores, and juniors.
- Offer additional PSAT and SAT preparation opportunities to freshman, sophomores, and juniors beyond flex during the school year.
- Continue offering summer TSIA2 preparation and testing opportunities to targeted student group and consider expanding summer opportunities.
- Meet regularly as a college readiness planning team to assess student college readiness progress.

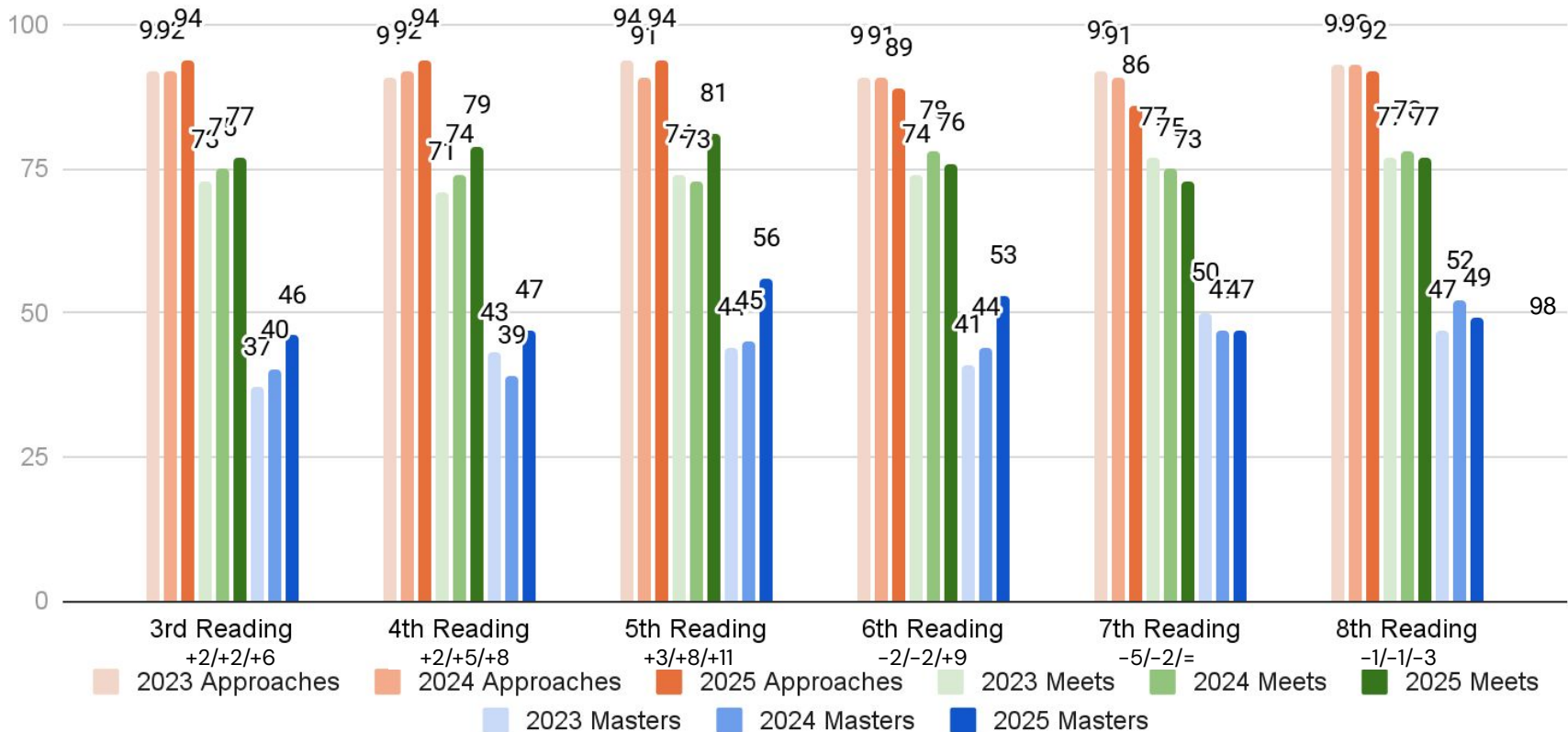
STAAR Data  
2025



Aledo Independent School District

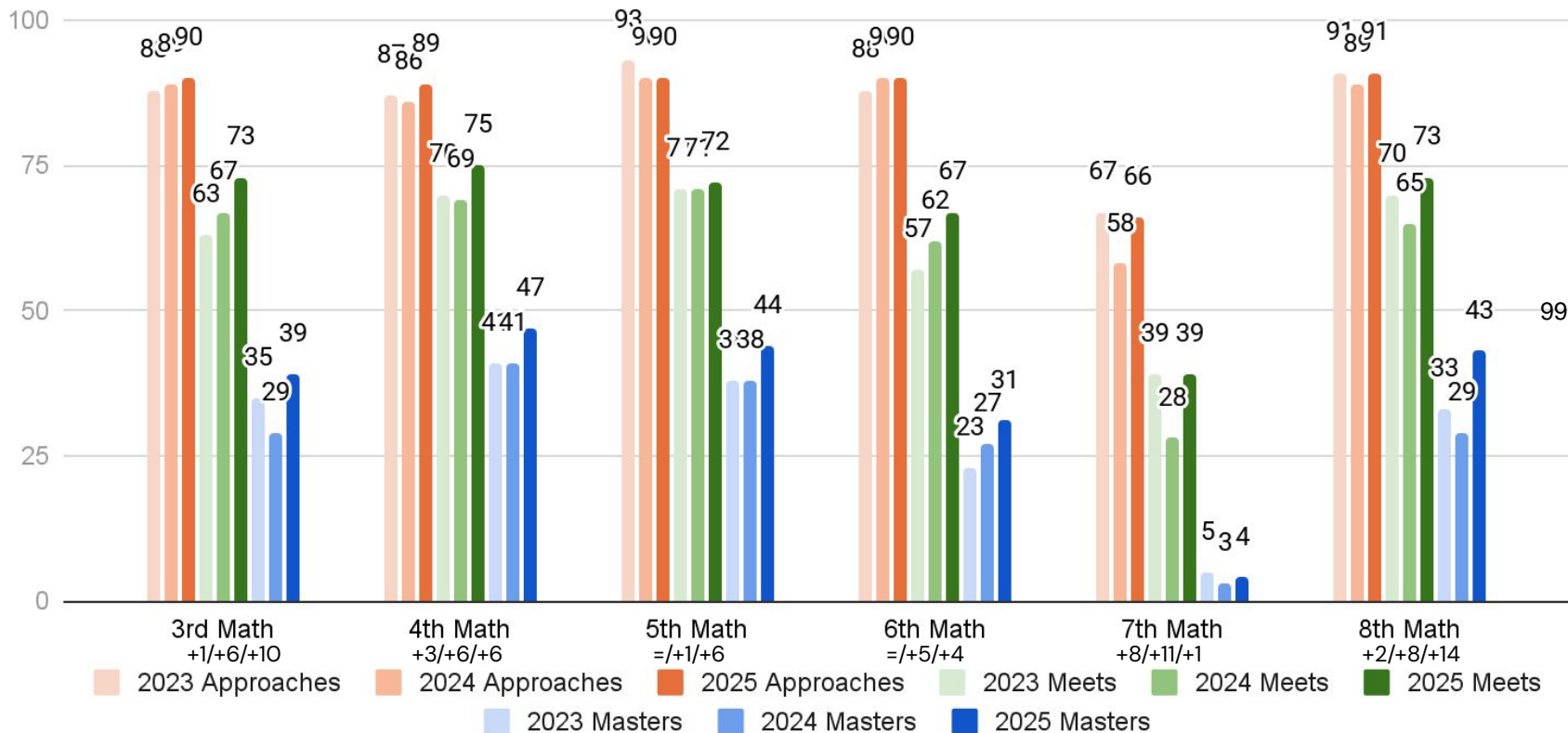


# Reading: 3rd-8th Grade



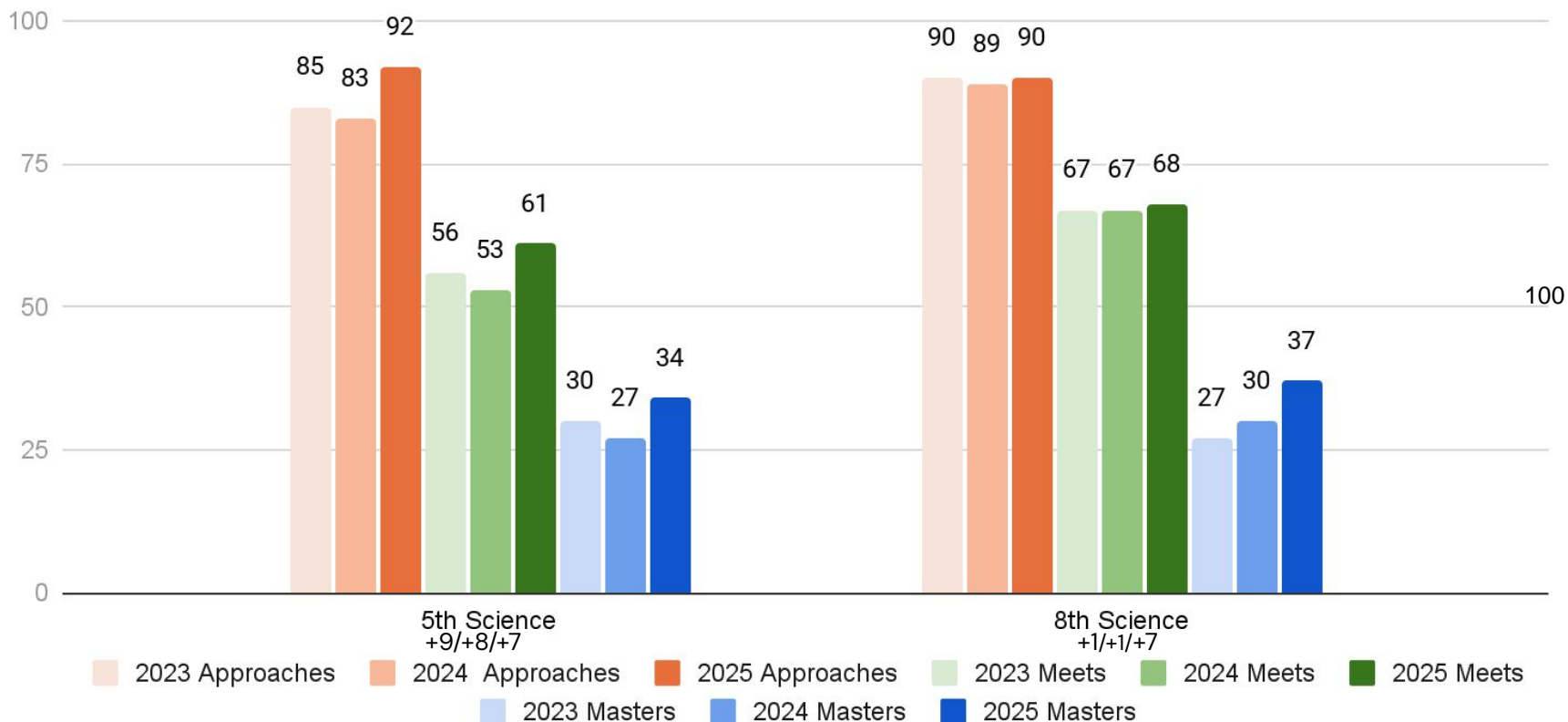


# Math: 3rd-8th Grade



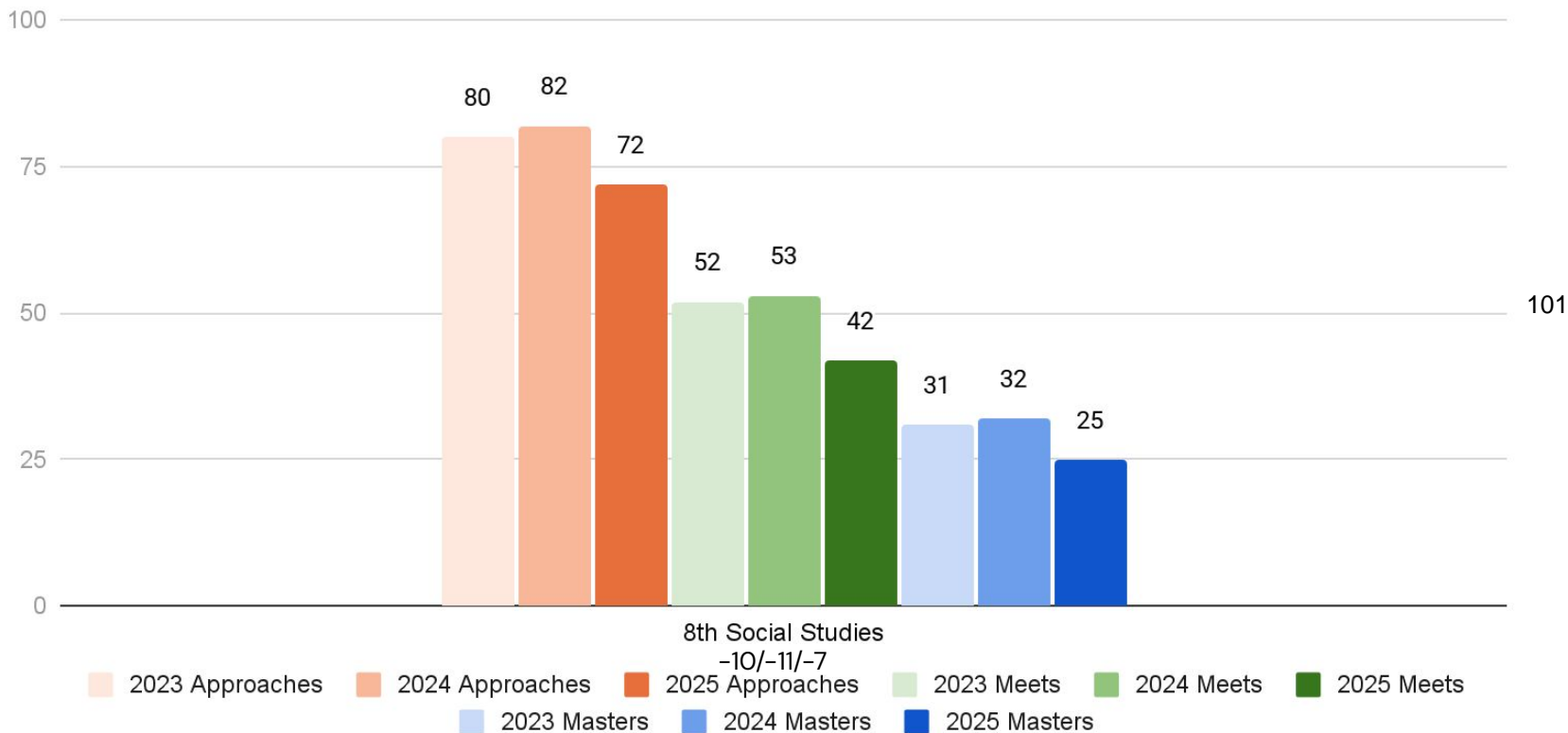


# Science: 5th & 8th Grade



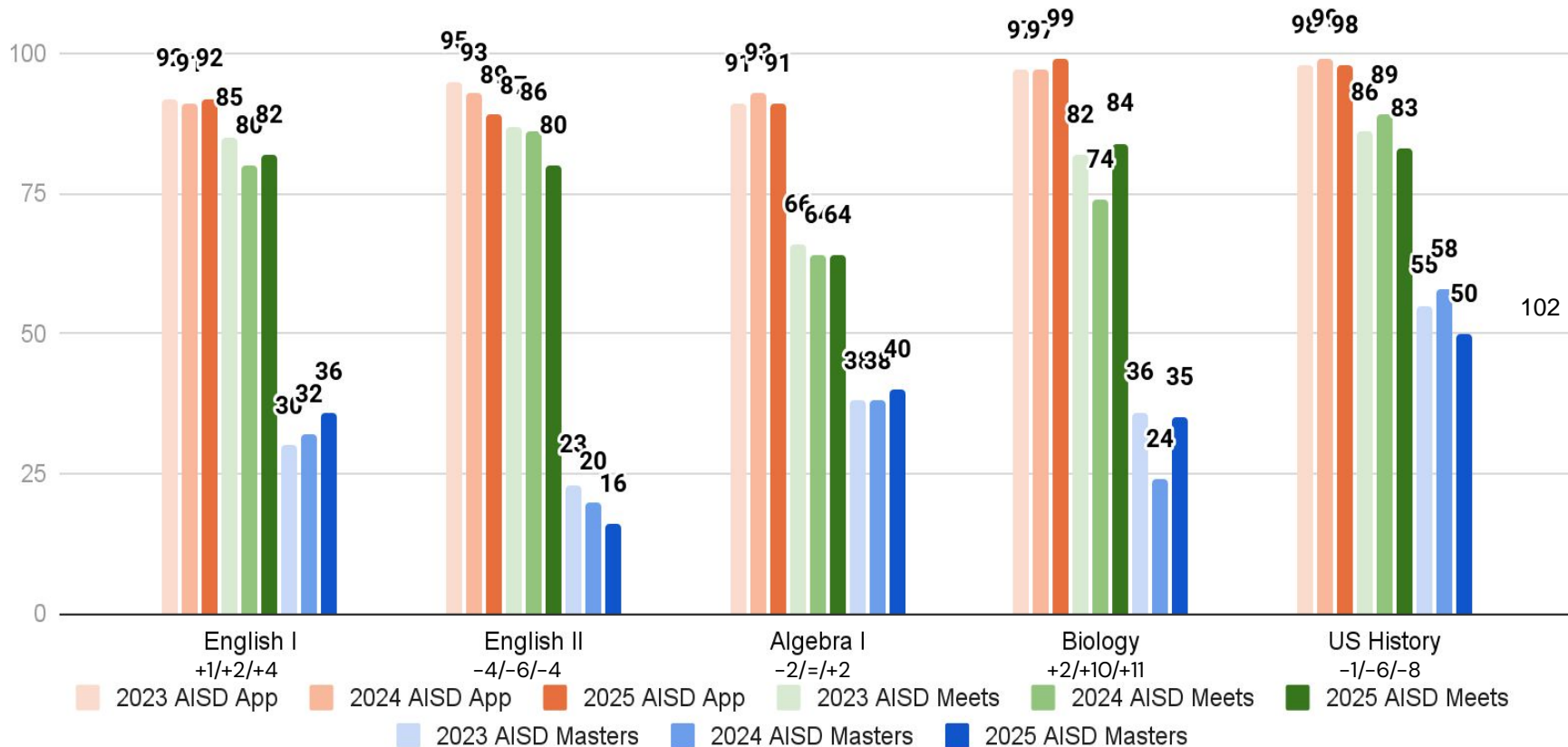


# Social Studies: 8th Grade





# Spring EOC

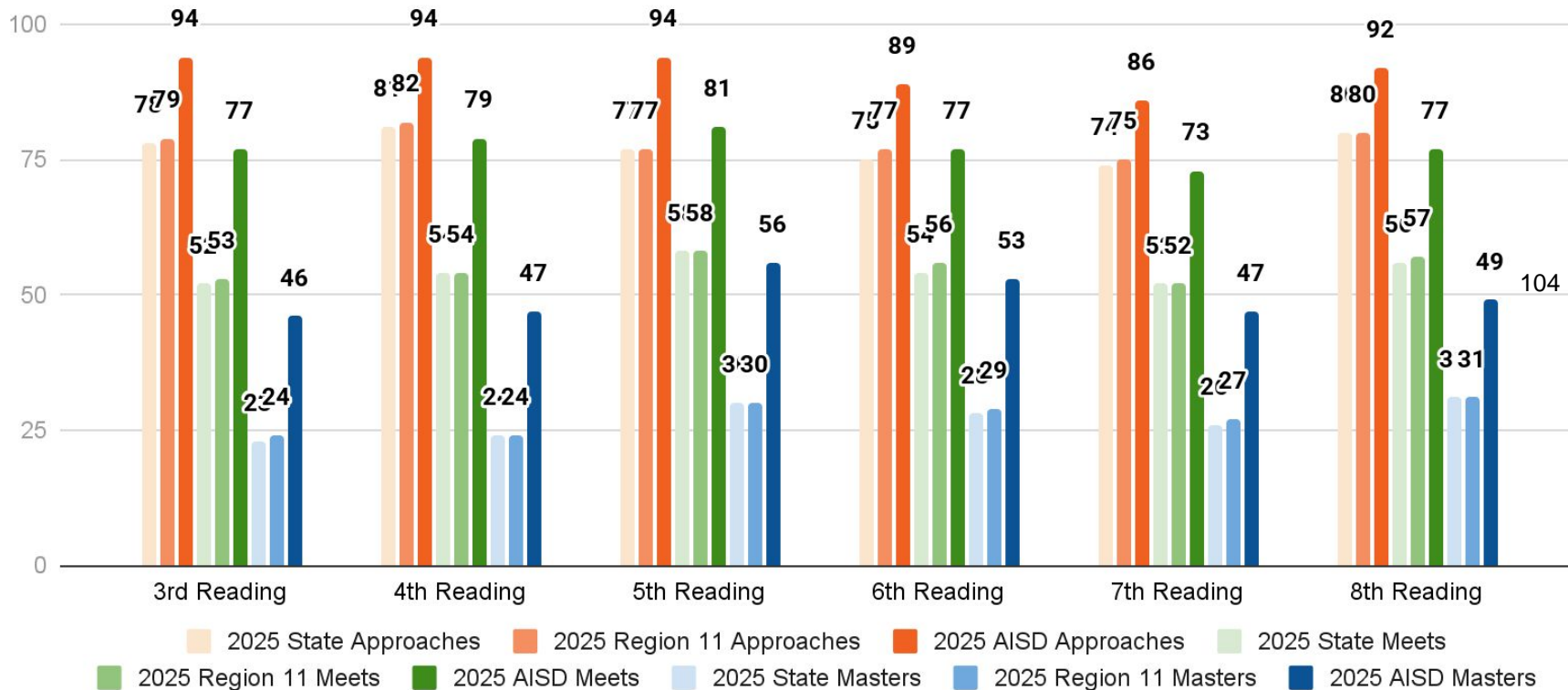


# **STAAR 2025 Comparison**

**State/Region/District**



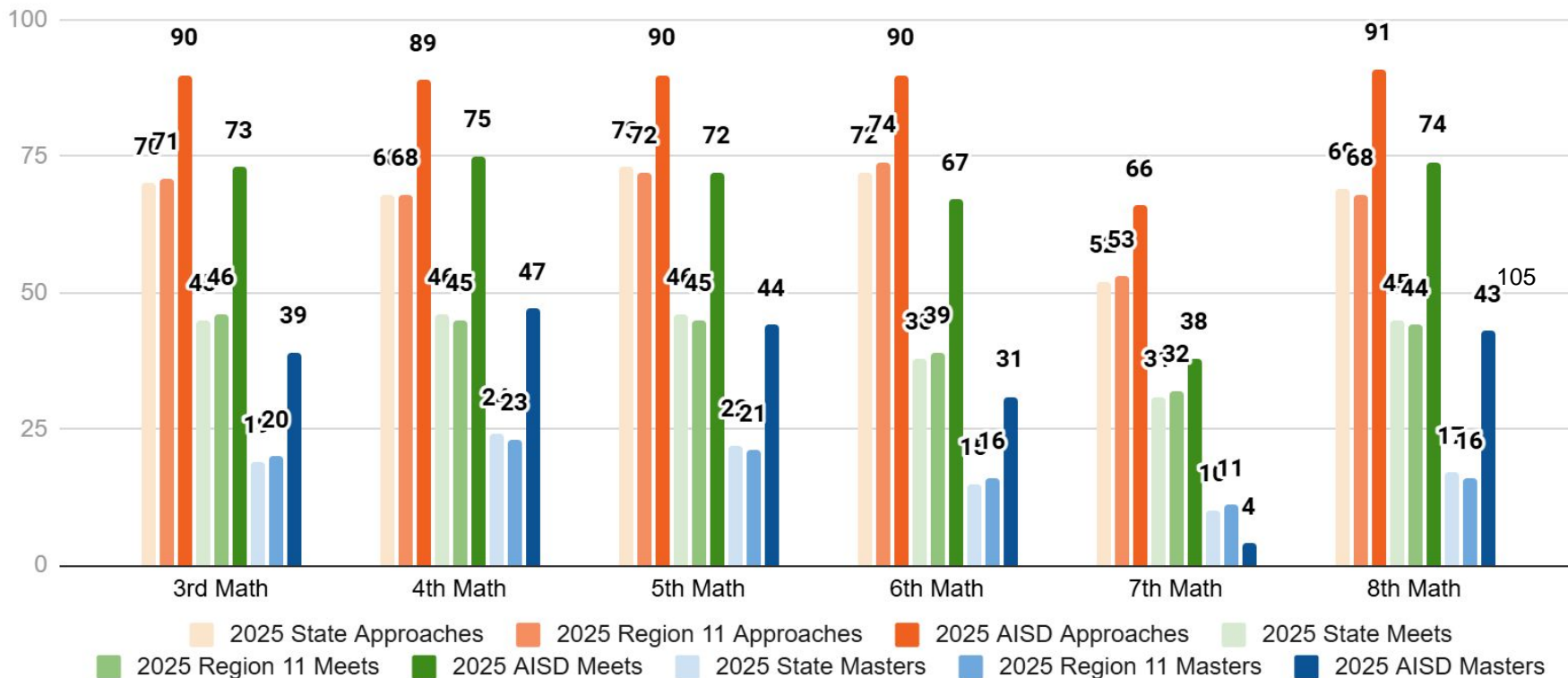
# 3-8 STAAR Reading 2025 State & Region 11 Comparison





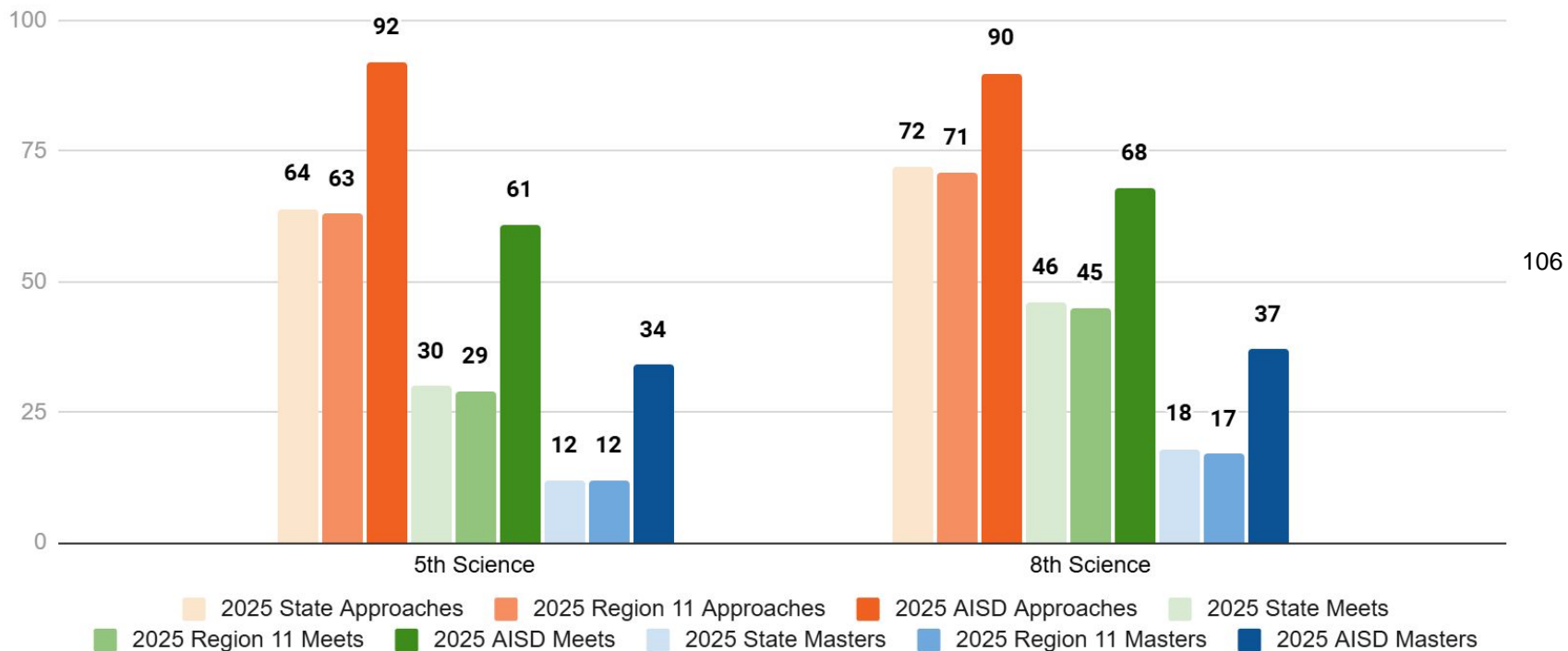
# 3-8 STAAR Math 2025

## State & Region 11 Comparison



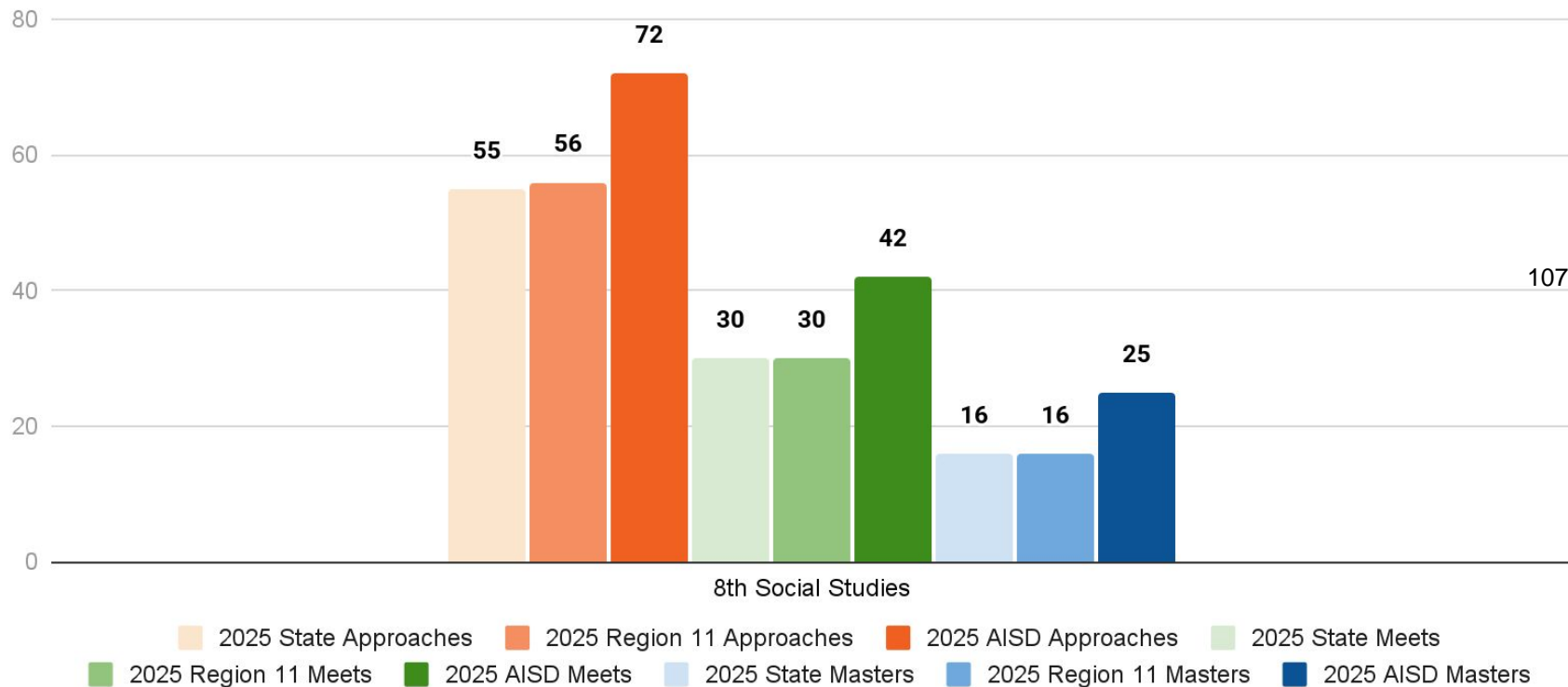


# 5th/8th STAAR Science 2025 State & Region 11 Comparison



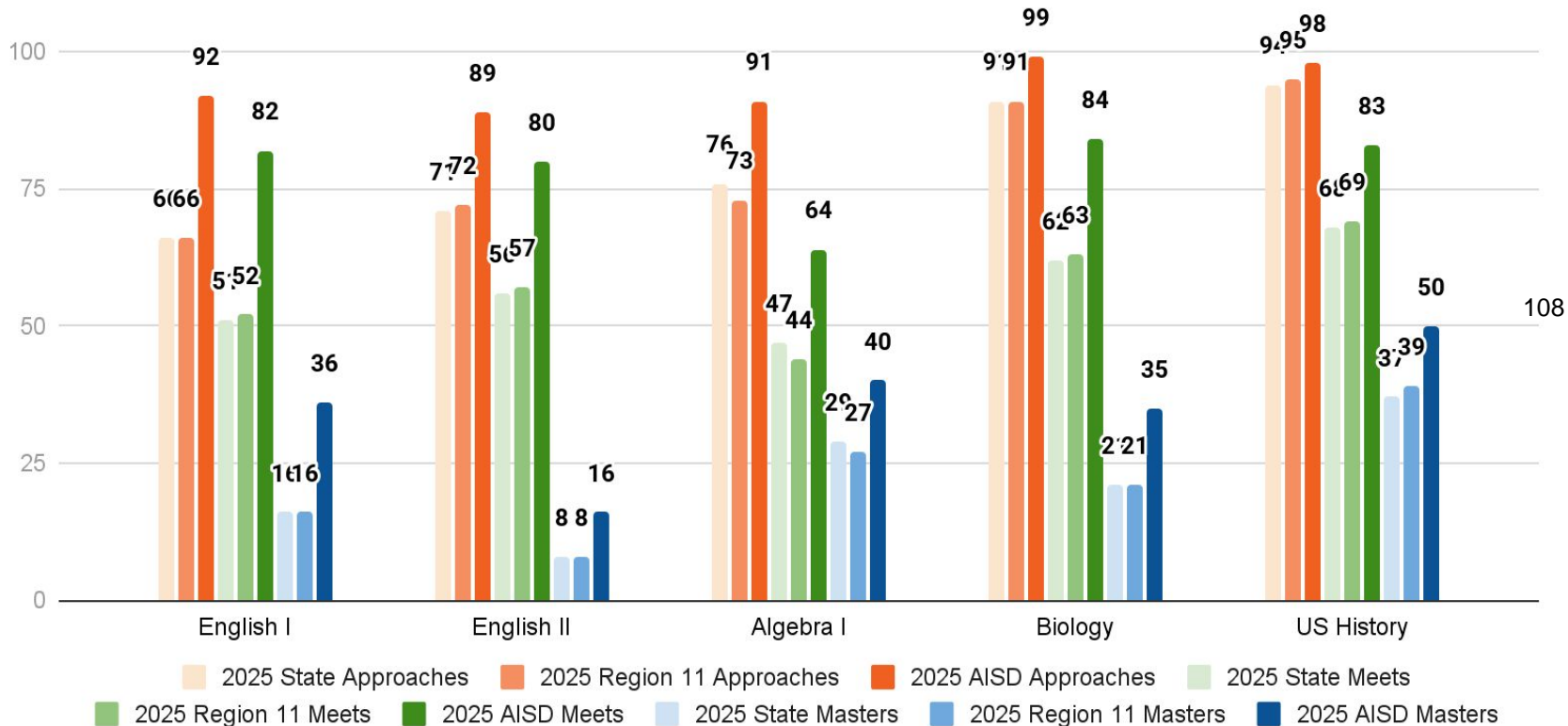


# 8th STAAR Social Studies 2025 State & Region 11 Comparison





# Spring EOC 2025 State & Region 11 Comparison





# STAAR 3-8 Grade Highlights

## STAAR 3-8 Reading

- Grades 3-5: Increases in Approaches, Meets, Masters
- Grades 4-5: Gains in Meets Grade Level (5-8%)
- Grades 3-6: Gains in Masters Grade Level (6-11%)

## STAAR 3-8 Math

- Grades 3-8: Maintained or Increased in Approaches, Meets, Masters
- Grades 3, 4, 6, 7, 8: Gains in Meets Grade Level (6-11%)
- Grades 3, 4, 5, 6, 8: Gains in Masters Grade Level (4-14%)

109

## STAAR 5, 8 Science

- Grade 5: Gains in Approaches, Meets, Masters (7-9%)
- Grade 8: Gain in Masters (7%)

*AISD significantly above state and region in approaches, meets and masters in all tested areas other than 7th grade math masters.*



# STAAR EOC Highlights

## English I EOC

- Increases in Approaches, Meets, Masters
- Gain in Masters Grade Level (4%)

## Algebra I EOC

- Maintained or Increased in Meets, Masters

## Biology EOC

- Increases in Approaches, Meets, Masters
- Gain in Meets Grade Level (10%)
- Gain in Masters (11%)

*AI SD significantly above state and region in approaches, meets and masters in all tested areas.*



# STAAR & EOC Areas for Growth

## STAAR 8 Social Studies

- Decreases in Approaches, Meets and Masters

## English II EOC

- Decreases in Approaches, Meets and Masters

## US History EOC

- Decreases in Approaches, Meets and Masters



# Subpop Highlights

## RLA

- Special Education: Increases in Approaches, Meets, Masters
- Economically Disadvantaged: Increase in Masters

## Math

- Special Education: Increases in Approaches, Meets, Masters
- Economically Disadvantaged: Maintained or Increased in Approaches, Meets, Masters



# Subpop Areas for Growth

## RLA

- Economically Disadvantaged: Decreases in Approaches, Meets
- Emergent Bilingual: Decreases in Approaches, Meets, Masters

## Math

- Emergent Bilingual: Decreases in Approaches, Meets, Masters



## ALEDO ISD BOARD MEETING TEMPLATE

**MEETING DATE:** August 6, 2025

**AGENDA ITEM:** Aledo ISD Behavioral Standards

**PRESENTER:** Kimberly Raymond, Deputy Superintendent

### **BACKGROUND INFORMATION:**

- As part of Aledo ISD's commitment to ensure students are consistently demonstrating essential academic and social behaviors and the implementation of an engaging learner environment that is aligned to learner needs, the district will be implementing unified Behavior Standards across all campuses beginning in the 2025–2026 school year.
- The need for aligned behavior expectations across campuses has become increasingly evident as the district continues to grow. This work stems from feedback from staff and students so that student behavior is addressed proactively and consistently, and where both students and staff have clarity around what is expected.
- The key goals of this initiative are:
  - A positive learning climate districtwide
  - Promoting student accountability
  - Enhancing staff clarity and confidence in behavioral responses
  - Strengthening the connection between behavior and academic success
  - Building stronger partnerships with families through transparent communication
- Behavior standard framework components will include:
  - Clear, grade-appropriate behavior matrices aligned to campus routines and shared values
  - Campus-based teaching and modeling of expectations early in the year and ongoing
  - Positive behavior reinforcement
  - Aligned consequences and supports to ensure fairness and equity in behavior responses
  - Regular opportunities for reflection, monitoring, and refinement based on data and feedback with monthly guiding coalition and response to intervention meetings.
- The implementation of Aledo ISD Behavior Standards will be included as a key focus during daily Impact Walks. In addition, monthly implementation data will be presented to the Board during its regularly scheduled meetings.

**FISCAL INFORMATION:**

None

**ATTACHMENTS:**

Aledo ISD Behavior Standards Presentation

**ADMINISTRATIVE RECOMMENDATION:**

None - Communication item only.



**LEAD**

learners • empathetic • accountable • dedicated

**2025-2026 School Year**

# **Aledo ISD Problem of Practice**



**After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.**

# Aledo ISD Behavior Standards

Districtwide PreK-12  
Approach



## Bearcat Statement

Aledo Bearcats  
Are...

- Learners
- Empathetic
- Accountable
- Dedicated

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# Aledo Behavior Standards

## Core Components:

- Campus Behavior Guiding Coalition
- Behavior Matrix
- Behavior Flowchart
- Positive Recognition System

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Campus-specific tailoring within the district framework.



# Behavior Matrix

Expectations across key areas:

- Classrooms
- Hallways
- Restrooms
- Buses
- Etc.

Language tailored to student understanding

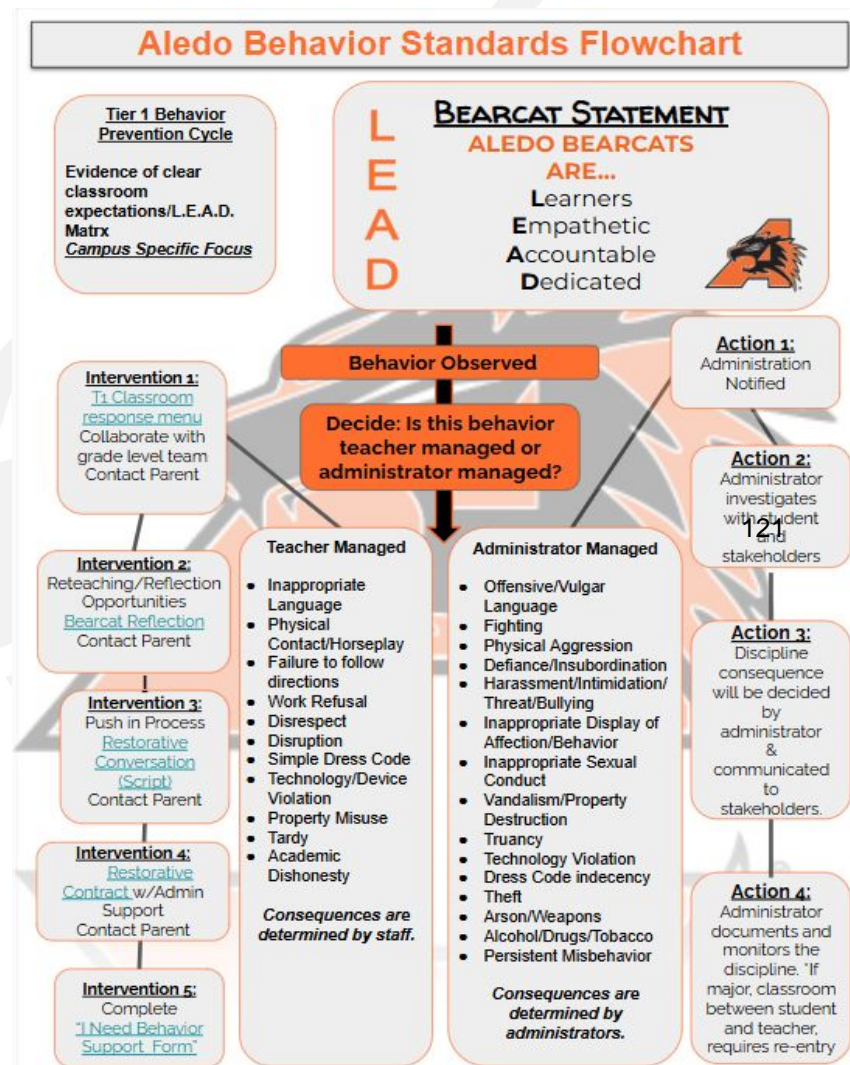
Clear alignment to L.E.A.D. values

Aledo ISD Matrix

Learners							
Empathetic							
Accountable							
Dedicated							120

# The Behavior Flowchart

- Step-by-step guide for behavior response.
- Differentiates teacher managed vs. administrator-managed behaviors.
- Built-interventions (re-teaching, restorative conversations).
- Clear process for requesting support when needed.



# Positive Recognition System

- Reinforces positive behavior aligned to L.E.A.D. values
- Campus flexibility on recognition tools
  - Teacher
  - Grade level
  - School
- Tied to P2
- Promotes a positive culture

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