

The Board of Trustees Aledo ISD Agenda of Special Meeting

A Special Meeting of the Board of Trustees of Aledo ISD will be held August 10, 2026, beginning at 6:00 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. Consider Approval of Parker County Juvenile Justice Alternative Education Program (JJAEP) Memorandum of Understanding with School Districts for the 2026-2027 School Year 3

Kim Raymond, Deputy Superintendent

V. Consider Approval of the 2026-2027 Aledo ISD Student Code of Conduct 30

Kim Raymond, Deputy Superintendent

VI. Consider Approval of Weatherford College Teacher Preparation Field Placement Memorandum of Understanding for the 2026-2027, 2027-2028, and 2028-2029 School Years 80

Kim Raymond, Deputy Superintendent

VII. Consider Approval of University of Texas at Arlington Educational Experience Affiliation Agreement for the 2026-2027 School Year 103

Kim Raymond, Deputy Superintendent

VIII. Consider Approval of Teachers of Tomorrow Memorandum of Understanding for the 2026-2027 School Year 109

Kim Raymond, Deputy Superintendent

IX. Consider Approval of Aledo Middle School Multi-Purpose Center Floor Replacement 115

Caleb Bell, Chief Facilities & Construction Officer

X. 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)

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.

XI. Adjourn

Forrest Collins, President



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: August 10, 2026

AGENDA ITEM: Consider Approval of Parker County Juvenile Justice Alternative Education Program Memorandum of Understanding with School Districts for the 2026-2027 School Year

PRESENTER: Kim Raymond, Deputy Superintendent

BACKGROUND INFORMATION:

- Each county in Texas with a population of 125,000 residents or more is required to have a Juvenile Justice Alternative Education Program (JJAEP) for students in the County to attend.
- Parker County is operating a JJAEP in the County for the 2026-2027 school year, and is seeking agreement on terms of a memorandum of understanding among the County and school districts located in the County.
- Of note, due to the location of the JJAEP within the boundaries of Aledo ISD, AISD will continue to provide food service for students at the JJAEP through the federal school breakfast and lunch program.
- The Parker County JJAEP (Pathways Academy) is a program for Aledo ISD students to attend who engage in the most serious violations of the student code of conduct and/or law.

FISCAL INFORMATION:

None expected at this time.

ATTACHMENTS:

Parker County Juvenile Justice Alternative Education Program Memorandum of Understanding with School Districts for the 2026-2027 School Year

ADMINISTRATIVE RECOMMENDATION

The Administration recommends that the Board of Trustees approves the Parker County Juvenile Justice Alternative Education Program Memorandum of Understanding with School Districts for the 2026-2027 School Year as presented.



PARKER COUNTY JUVENILE BOARD

Honorable Graham Quisenberry, 415th District Court, Juvenile Board Chairman

Honorable Craig Towson, 43rd District Court

Honorable Lynn Johnson, County Court at Law #2

Honorable Kirk Martin, County Court at Law #1

Honorable Pat Deen, County Judge

**PARKER COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
MEMORANDUM OF UNDERSTANDING WITH SCHOOL DISTRICTS
FOR THE 2026-27 SCHOOL YEAR**

Pursuant to Texas Education Code §37.01, the State of Texas mandates that all counties with a population greater than 125,000 are required to develop a Juvenile Justice Alternative Education Program (JJAEP).

The parties named herein-below have reached an agreement, as follows:

WHEREAS, Parker County, Texas has a population greater than 125,000, and therefore, the Parker County Juvenile Board is required to develop a JJAEP subject to the approval of the Texas Juvenile Justice Department (TJJD);

WHEREAS, the Parker County Juvenile Board, in conjunction with its partners, the School Districts within Parker County, desire the best educational outcomes for the at-risk juveniles who have been expelled into the JJAEP, or otherwise accepted into the program;

WHEREAS, the Parker County Juvenile Board and the School Districts desire to provide the at-risk juveniles with a quality level of educational and intervention Department, appropriately designed to positively impact the lives of such juvenile offenders, their families, and the local communities in which we all live;

WHEREAS, the parties to this agreement recognize the importance of a cooperative effort between the educational community and the juvenile justice system in achieving the primary goals of (1) responsibly mitigating at-risk factors; (2) deterring future juvenile delinquent conduct and criminal behavior; (3) increasing the acceptance of personal responsibility, self-discipline, accountability, and negative behavior; (4) improving life skills and career opportunities; (5) prudently balancing rehabilitation Department with community safety needs and (6) support the educational improvement for the juvenile to be academically successful.

WHEREAS, the parties seek to operate the JJAEP and accomplish the preceding goals within a State mandated regulatory framework requiring strict compliance and reporting;

NOW THEREFORE, in service to the citizens and youth of Parker County, the following public servants hereby agree on behalf of each respective public entity as follows:

1. Agreement & Parties to the Agreement

A. This agreement shall be known as the Parker County Juvenile Justice Alternative Education Program Memorandum of Understanding (MOU), and will hereby entered into by and between the Parker County Juvenile Board (Board) and the following nine independent school districts operating within Parker County (Districts), as listed below in alphabetical order:

- Aledo Independent School District
- Azle Independent School District
- Brock Independent School District
- Garner Independent School District
- Millsap Independent School District
- Peaster Independent School District
- Poolville Independent School District
- Springtown Independent School District
- Weatherford Independent School District

2. Subject Matter of Agreement – JJAEP

The Board, in cooperation with the Districts, hereby establishes, provides, and shall operate the Parker County Juvenile Justice Alternative Education Program (JJAEP), also known as, Pathways Academy, as specified by Chapter 37 of the Texas Education Code (TEC), both through the direct provision of Department and through contractual agreements with service providers. Unless the context indicates otherwise, as used in this MOU, the term "day" means "school day" and the term "days" means "school days".

3. Student Placement, Due Process, Notice and Placement Term

A. The parties to this MOU acknowledge that Texas Education Code Sec. 37.011(a) requires that every expelled student in a county with a population of 125,000 or greater who is not detained or receiving treatment under an order of the juvenile court must participate in an educational program. It is therefore the intent of the JJAEP to provide educational services to all expelled students of Parker County.

B. Texas Education Code, Chapter 37.010 (a) requires that every expelled student, who is not detained or receiving treatment under an order of the juvenile court, must participate in an educational program. The JJAEP will provide education to students expelled under the mandatory expulsion criteria in Chapter 37.007, (a), (d), or (e), or who are ordered to attend the JJAEP by the Juvenile Court.

a. The JJAEP will also provide education to students grade levels ages 10 to 18 expelled under the discretionary expulsion criteria in Chapter 37.007 (b), (c), or (f), and who are referred to the JJAEP by a school district or Court Order. Discretionary referrals will be accepted on an as space is available basis.

b. The Juvenile Board will provide JJAEP education to expelled students who are less than eighteen (18) years of age. Students referred eighteen (18) years of age or older will be reviewed for admission on an individual basis and will be admitted or denied at the sole discretion of the Director of PCJJAEP. The JJAEP will be required to begin placement proceedings within two (2) working days of receipt of referral, and the student will attend the JJAEP within five (5) working days of the initiation of placement proceedings. Upon expulsion to JJAEP, parents of youth on supervision of Parker County Juvenile Probation Department electing to place their child in a private or home school will be required to meet with a Parker County Juvenile Probation Officer for intake and will provide private school information or home school curriculum information to the Probation Officer. The Probation Officer will review the terms of the expulsion order and all applicable terms of probation. If the District Court does not intervene by ordering this student to attend the JJAEP, then PCJJAEP will notify the District liaison of the parent's decision to place their child in private or home school.

c. According to Texas Education Code, Chapter 37.0083, the principal or other appropriate administrator may place a student who has been expelled, under section 37.007 or 37.0081, in a virtual expulsion program established by the district only if the school district is located in a county that operates a juvenile justice alternative education program or the school district contracts with the juvenile board of another county for the provision of a juvenile justice alternative education program, and the juvenile justice alternative education program rejects admission of the student or returns the student before the expiration of the discipline assignment.

C. For purposes of this agreement and pursuant to the Texas Family Code, Section 52.041 (e), notice by a school district of an expulsion must be provided to Parker County Juvenile Probation, 110 Throckmorton, Weatherford, Texas 76086 and Pathways Academy, Parker County JJAEP, 5189 I-20 West, Suite 109, Willow Park, Texas, 76087, within two (2) working days of the expulsion order. Failure to notify Juvenile Probation will result in the District's duty to compel the student to continue attending the school district's educational program, which will be provided to that student until such time as the notification to Juvenile Probation is properly made. Juvenile Probation will provide notification to school districts of action taken regarding expulsion referrals within two (2) working days of the disposition of those cases identified in accordance with Texas Family Code, Section 52.041 (d).

D. For each student expelled under court order or mandatory and discretionary expulsion criteria, who is placed in the JJAEP by a District or Parker County Juvenile Probation, the minimum term of such placement will align with the term of the student's expulsion from school. The minimum placement in JJAEP will be 45 successful days of attendance and appropriate behavior. The maximum placement shall be twelve (12) months only for weapons offenses. The JJAEP may offer incentives for positive behavior which may include up to a 15-day reduction in the expulsion term. District expulsion orders will require the student to successfully complete all program requirements of the JJAEP. A weekly attendance progress record will be provided to the districts. For each student expelled under the mandatory expulsion criteria who is placed at the JJAEP, the Juvenile Court will consider the term of a student's expulsion in entering any order as to the student, including terms and conditions of release from custody, deferred prosecution, or probation. Upon the student meeting all expulsion and Court requirements or the JJAEP receiving official documentation that charges leading to the expulsion have been dismissed or reduced, the student's placement may be transferred to the sending district. These will be reviewed on a case by case basis.

E. If the student is expelled under any mandatory expulsion provision, the referral to the JJAEP requires a law enforcement report, including but not limited to an arrest report, an at-large charge, an arrest warrant, and/or notice under Article 15.27 of the Code of Criminal Procedure. If a student is removed to JJAEP under the

registered sex offender provision, the referral to JJAEP requires official documentation of this registration.

4. Statutory Amendments

In the event the statutory law is amended to add, delete, or otherwise modify the grounds for mandatory and/or discretionary expulsions, then by operation of this provision all such amendments are deemed included within Section 3 of this MOU, as of the date such statutory amendments become legally effective.

5. Interagency Sharing of Educational Records

A. Texas Family Code, Sec. 58.0051 requires sharing of Educational Records which must be made available to the JJAEP upon expulsion and placement into the JJAEP.

- a. "Educational records" means records in the possession of a primary or secondary educational institution that contain information relating to a student, including information relating to the student's:
 - identity;
 - special needs;
 - educational accommodations;
 - assessment or diagnostic test results;
 - attendance records;
 - disciplinary records;
 - medical records; and
 - psychological diagnoses.
- b. "Juvenile service provider" means a governmental entity that provides juvenile justice or prevention, medical, educational, or other support services to a juvenile. The term includes:
 - a state or local juvenile justice agency as defined by Section 58.101;
 - health and human services agencies, as defined by Section 531.001, Government Code, and the Health and Human Services Commission;
 - the Department of Family and Protective Services;
 - the Department of Public Safety;
 - the Texas Education Agency;
 - an Independent School District
 - a juvenile justice alternative education program;
 - a charter school;
 - a local mental health authority or local intellectual and developmental disability authority;
 - a court with jurisdiction over juveniles;
 - a district attorney's office;
 - a county attorney's office; and
 - a children's advocacy center established under Section 264.402.
- c. "Student" means a person who:

- is registered or in attendance at a primary or secondary educational institution; and
- is younger than 18 years of age.

B. At the request of a juvenile service provider, an independent school district or a charter school shall disclose to the juvenile service provider confidential information contained in the student's educational records if the student has been:

- taken into custody under Section 52.01; or
- referred to a juvenile court for allegedly engaging in delinquent conduct or conduct indicating a need for supervision.
- An independent school district or charter school that discloses confidential information to a juvenile service provider under Subsection (b) may not destroy a record of the disclosed information before the seventh anniversary of the date the information is disclosed.

D. An independent school district or charter school shall comply with a request under Subsection (b) regardless of whether other state law makes that information confidential.

F. A juvenile service provider may establish an internal protocol for sharing information with other juvenile service providers as necessary to efficiently and promptly disclose and accept the information. The protocol may specify the types of information

that may be shared under this section without violating federal law, including any federal funding requirements. A juvenile service provider may enter into a memorandum of understanding with another juvenile service provider to share information according to the juvenile service provider's protocols. A juvenile service provider shall comply with this section regardless of whether the juvenile service provider establishes an internal protocol or enters into a memorandum of understanding under this subsection unless compliance with this section violates federal law.

G. This section does not affect the confidential status of the information being shared. The information may be released to a third party only as directed by a court order or as otherwise authorized by law. Personally identifiable information disclosed to a juvenile service provider under this section is not subject to disclosure to a third party under Chapter 552, Government Code.

H. A juvenile service provider that requests information under this section shall pay a fee to the disclosing juvenile service provider in the same amounts charged for the provision of public information under Subchapter F, Chapter 552, Government Code, unless:

- a. a memorandum of understanding between the requesting provider and the disclosing provider.
 - prohibits the payment of a fee;
 - provides for the waiver of a fee; or
 - provides an alternate method of assessing a fee;

- b. the disclosing provider waives the payment of the fee; or
- c. disclosure of the information is required by law other than this subchapter.

6. Procedural Requirements for Referral & Placement Into JJAEP

In addition to the eligibility criteria contained in Section 3 above, the District must meet the following requirements for each student to be eligible for placement into the JJAEP:

A. Prior to expelling a student from the District and into the JJAEP, the District shall conduct a hearing at which the student is afforded appropriate due process as required by TEC §37.009(f).

- a. The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee as required by TEC §37.004. The admission, review, and dismissal committee must invite a JJAEP representative to attend the meeting to ensure that special education provisions, if needed, can be provided.
- b. Prior to any expulsion or removal hearing to consider placement of a student in JJAEP, the District must invite an JJAEP representative to attend the meeting. This will allow JJAEP to assess the education requirements needed for the student, and to allow the paperwork to begin for the referral to Parker County Juvenile Probation as required by TEC §37.010.

B. All students who are expelled or removed to the JJAEP will be required to attend until one of the following circumstances have been met:

- a. All referrals- The student has completed all graduation courses, or has completed the equivalent program requirements; whichever occurs first;
- b. Discretionary referrals- the JJAEP will accept those students from the District on an as-space-is-available basis. The minimum length of placement for a discretionary student will be forty-five (45) successful school days unless space is needed for mandatory students.

C. In referring a student to the JJAEP, regardless of whether the referral is mandatory or discretionary, the District will complete and submit the provided notification form, accompanied by a copy of the following student records prior to the expulsion hearing and student participating in the JJAEP:

- Expulsion or removal letter;
- Police notification or discipline referral;
- Most recent report card;
- Most current transcript;
- Fall & Spring class schedules;
- Statewide assessment scores;
- Attendance records;

- Discipline records;
- Immunization records;
- Home Language Survey;
- Free/reduced lunch eligibility letter (if applicable);
- Texas Student Data System (TSDS) or Texas Unique Student ID Number;
- The following special education records –
- most recent comprehensive and complete ARD paperwork;
- all manifestation determination ARD paperwork; and
- the most recent evaluation for special education eligibility;
- Language Proficiency Assessment Committee (LPAC) determination and documentation;
- Section 504 eligibility determination; and
- ESL documentation.

D. If a student moves/transfers to another District in Parker County prior to the completion of the original expulsion or removal term, the receiving District will not extend the student's length of placement in the JJAEP beyond the term defined in the original expulsion or removal order. If a student moves/transfers out of Parker County the receiving school district may enforce the order at that time on placement in another district that honored the order.

E. The JJAEP and the District may agree to credit a student's length of placement in an alternative educational program such as drug rehabilitation, detention, so forth - which occurs after the date of expulsion, toward the student's term of expulsion or removal.

F. The JJAEP may offer incentives for good behavior and/or academic achievement which may result in the reduction of a student's term of expulsion term. The JJAEP and the District may consider a student's successful completion of the program to coincide with the end of a grading period.

7. Attendance Reporting

The District will maintain placement of all JJAEP students using a campus identification number specific for JJAEP as required by TEC §37.011(h). The JJAEP will track attendance for each student participating in the program, and report weekly attendance to the District. The District will be responsible for reporting violations of the compulsory attendance law to the appropriate court, with the JJAEP being provided notice of any such reporting.

A. Responsibilities of Pathways Academy, Pathways Academy will:

- a. Report weekly attendance to designated district personnel.
- b. Report truant conduct to designated campus personnel:
 - i. 5 Days unexcused
 - ii. Each subsequent 5 Days unexcused
 - iii. 10 consecutive Days unexcused.
- c. Collection of evidence of truancy contacts documented.

- d. Execution of the Behavior Plan to the Student and Family as prepared by the student's sending campus.

B. Threshold of Unexcused Absences Pathways Academy

- a. Mandatory Placements
 - i. At 30 absences student will be deemed inactive and referred back to the sending district.
- b. Discretionary Placements
 - i. At 15 non-consecutive unexcused absences student may transition back to sending district campus.
 - ii. At 10 Consecutive Unexcused Absences student will be deemed inactive and transition back to sending district campus.

C. Responsibilities of Partnering School Districts, Partnering School Districts will:

- a. Provide school or district contact Information for weekly attendance reporting.
- b. Provide school or district contact Information for truancy reporting.
- c. Implement of Behavior Improvement Plan as determined by district policy.
- d. Refer to Parker County Truancy Prevention Program Case Manager and as determined by District Policy.
- e. Notice to Pathways Academy of any truancy court filings.
- f. Notice to Pathways Academy when student is withdrawn.
- g. Notice to Families when student is withdrawn.
- h. Notice to Pathways Academy and Families of Instructions for Re-enrollment Procedure with the school district.

8. Funding for JJAEP

Funding for the JJAEP shall occur as follows:

A. The Board and the JJAEP will be the recipient of all Texas Juvenile Justice Department (TJJD) sources of funding for mandatory students, which TJJD is required and/or permitted to pay under state law; and such funds shall partially offset the cost to the Board of operating the JJAEP.

B. Funding for all discretionary or other students will be provided to the Board and the JJAEP by the expelling District at a rate of \$125.00 per student attendance day. Payment will be made by the District to Parker County within 30 calendar days of receipt of an invoice.

C. With the exception of the payments made to the Board and/or the JJAEP and/or Parker County:

- a. as set forth in the preceding Sections 7(A) and 7(B);
- b. those payments paid or incurred by the Districts as contemplated in the preceding Section 7(C);

- c. as well as any other payments paid or incurred by the Districts as contemplated by any other provisions of this MOU – the Board is responsible for completing the annual special operating budget of the JJAEP and timely submitting it to the Parker County Commissioners Court for approval and funding.

9. Facilities, Staffing, and Daily Operations

The JJAEP will be provided in a facility operated and maintained by Parker County, specifically Pathways Academy, Parker County Juvenile Justice Alternative Education Program facility located at Willow Park Place, 5189 I-20 West, Suite 109, Willow Park, TX, 76087.

- A. The facility must comply with all applicable federal, state, and county regulations, as well as all TJJD standards.**
- B. The JJAEP will operate at least seven (7) hours a day and 180 days a year as required by TEC §37.011(t), unless a waiver has been submitted and approved by TJJD.**
- C. Staffing of the JJAEP will be the responsibility of Parker Juvenile Probation Department and a partnering school district.**
- D. Parker County Juvenile Probation Department will provide the following to all participating school districts:**
 - a. facility, maintenance and operations, and security directly related to typical school operations.
 - b. electronic/computer related supplies, network wiring, technical support, and all other computer and networking operations.
 - c. the web-based on-line academic curriculum.
 - d. all curriculum for any life skills training, decision making and guidance, social emotional learning and self-discipline programming.
 - e. Staffing of a program administrator, supervision staff members (juvenile probation officers, case managers and/or community activities officers).
 - f. Nothing herein shall burden any school district with the responsibility for providing educational services beyond the normal school day and/or year, including summer school or after-hours tutoring.
- E. Participating school districts agree to the following provisions:**
 - a. All ADA funding entitlement generated from the date of each student's placement in educational programs shall remain with the sending or "home" district in which the student is participated, in accordance with TEC Section 37.0062
 - b. The sending or "home" districts will maintain all educational records applicable to the students in the program.

- c. Any District which applies for and/or obtains such funds, grants, or otherwise receives any form of federal/state financial reimbursement for such meals, in relation to students participated and in actual attendance at the JJAEP, then the District will upon receipt immediately remit such funds to the school district providing meals.
- d. In the case of special population students as defined in Section 13 of this MOU, the District will be financially responsible for the provision of any related services determined necessary for such students.

F. The daily operating capacity of the JJAEP must not exceed 30 students.

- a. Upon reaching capacity, mandated students will be given priority for placement over non-mandated students.
- b. The JJAEP reserves the right to return any discretionary student to their home District in order to accommodate a mandatory student from any District.
- c. The JJAEP may recommend up to 15 days reduction of a mandatory student's expulsion term based on the student's overall compliance with the program, attendance, and grades.
- d. The JJAEP may reject admission or return a student before the expiration of the discipline assignment of a mandatory student based on various reasons, including, but not limited to level of offense, daily operating capacity, educational resources and staffing capabilities. Situations will be staffed with PCJPD and the sending district to determine what action may be necessary to serve the family and the community.

10. District Specific Agreements

Unless expressly outlined below, the participating school districts shall not be burdened with any undue responsibilities.

A. Aledo Independent School District agrees to the following:

- a. The Aledo Independent School District will provide both breakfast and lunch, for each student in attendance at the JJAEP. Aledo ISD will bill the Parker County Juvenile Probation Department (JJAEP) for meals prepared/served on a quarterly basis. Aledo ISD Child Nutrition staff will be responsible for obtaining the free/reduced/paid meal status of students attending JJAEP from the Child Nutrition staff of the student's home district. Aledo ISD will include the JJAEP students served on the monthly claim report filed with all other appropriate agencies.

The cost of breakfast and lunch is as follows:

Breakfast for all grades:

Paid meal price students: \$2.30 per day

Lunch for all grades:

Paid meal price students: \$4.05 per day

There will be no charge for students who qualify for free or reduced meal price for breakfast and/or lunch.

B. Weatherford Independent School District agrees to the following:

- a. The Weatherford Independent School District agrees to provide as many teachers and paraprofessionals as deemed appropriate to meet educational needs at the JJAEP. One (1) of the certified teachers shall be Special Education certified. Salaries and related benefits shall be based on the Weatherford Independent School District pay scale. Weatherford ISD will bill Parker County Juvenile Probation (JJAEP) on a quarterly basis. Reimbursement of salaries/benefits will be made to Weatherford Independent School District by Parker County Juvenile Probation Department (JJAEP) on a quarterly basis.

11. Transportation

Transportation of all students (mandatory and discretionary) to and from the JJAEP will be the responsibility of each respective District which has placed a student (or students) within the program.

This requirement does not preclude the District from making special arrangements with a student's parent(s)/legal guardian(s) on a case-by-case, for the purpose of allowing the student's parent(s)/legal guardian(s) to handle and provide for all such transportation to and from the JJAEP.

12. Meals

The Parker County Juvenile Probation Department in partnership with a local school district will provide both breakfast and lunch, for each student in actual attendance at the JJAEP.

It is the understanding of the Board that the current federal/state funding and reimbursement mechanism to the Districts for qualified students who receive meal assistance (breakfast and lunch) is based upon federal/state rates which are subject to change and may vary.

13. Curriculum

As a part of the JJAEP curriculum, it is agreed:

A. The JJAEP provides the following required courses in accordance with TEC §37.011(d):

a. Core Courses:

- English and Language Arts;
- Math, Science and Social Studies;
- Self-Discipline; and
 - i. All JJAEP students, regardless of consent, will engage in services and programming offered at the JJAEP or through the Parker County Juvenile Probation Department.
- High School Equivalency Program (GED).

B. The JJAEP provides the following elective courses in its curriculum:

a. Elective courses –

- As age appropriate- life skills, character training, and career guidance.
- With respect to any elective course which the student is participated at their home campus, JJAEP will offer some courses (ex. Spanish, art) but not all courses due to the limitations of the curriculum and teacher certifications.

C. The JJAEP will communicate the student's academic progress to both the District and the student's parent(s)/legal guardian(s), in accordance to the student's home district's grade reporting periods.

- a. Through this communication process, the JJAEP will encourage both the District and the student's parent(s)/legal guardian(s) to participate in reviewing and monitoring the student's academic progress.
- b. In the case of a high school student, the JJAEP will review the student's progress toward meeting high school graduation requirements and establish a specific graduation plan for the student as required by TEC §37.011(d); however, the JJAEP is not required to provide a course necessary to fulfill a student's high school graduation requirements, other than as specified above in TEC §11(a) and §11(b).
- c. All completed coursework will be accepted by the District and any credit(s) earned by the student while participating in the JJAEP will be reflected on the student's school transcript.

14. Special Populations

Special populations and related provisions are as follows:

A. Special Education Services - the following provisions pertain to those students who are eligible for special education services:

- a. A student with a disability who receives special education services may be expelled or removed to the JJAEP only after a duly constituted Admission, Review, and Dismissal Committee (ARD) determines that the alleged offense and/or behavior was or was not a manifestation of the student's disability in accordance with TEC §37.004.
 - i. The JJAEP will be notified by the District and invited to participate in all ARD committee meetings scheduled to discuss the expulsion or removal of a special education student to the JJAEP. The District will provide a copy of the student's current Individual Education Plan (IEP) and/or Behavior Intervention Plan (BIP) to the JJAEP for review prior to the meeting. The JJAEP may participate in the meeting to the extent that the meeting relates to the student's placement in the JJAEP.
 - ii. If a student who is either eligible for, or is receiving special education services, is expelled or removed to the JJAEP, then the District will continue to provide any related services as outlined in the IEP and/or BIP which are not available at the JJAEP. These related services may include, but are not limited to counseling, transportation, interpretive services, and special curriculum.
 - iii. If the JJAEP determines that a student, who has not previously been qualified as a student eligible for special education, may be eligible for services, then the JJAEP will refer the student to the District for evaluation and determination of eligibility for special education services, in accordance with applicable state and federal statutes and regulations.
 - iv. If the JJAEP determines that the student's educational and/or behavioral needs cannot be met in the program, then the JJAEP will immediately notify the District. Upon receiving such notice from the JJAEP, the District will convene an ARD committee meeting to determine if the student's IEP and/or BIP need to be modified, or whether the student's placement will be reconsidered.

B. English as Second Language Learners - students identified as English as a Second Language (ESL) Learners will be assisted by the JJAEP and the District as follows:

- a. The JJAEP will provide ESL Learners with the necessary services, instruction, and/or accommodations as recommended by the Language Proficiency

Assessment Committee (LPAC). The JJAEP intends to have one full time teacher who is ESL certified; however, to the extent that the JJAEP is not equipped to provide some, or all related services, then the District will continue to provide and pay for those related services recommended by the LPAC which the JJAEP is unable to provide.

C. Students with Section 504 Plans - the JJAEP will serve identified students who require a Section 504 Plan to address a physical or mental impairment by providing the necessary services, instruction, or accommodations as recommended by the 504 Committee. The District will continue to provide and pay for any related services recommended by the 504 Committee which the JJAEP is unable to provide.

15. Statewide Assessment Tests

All students participating in the JJAEP at the time of statewide assessment testing will be provided an opportunity to test. The Districts will be responsible for administering all statewide assessment tests to include providing all required materials, supplies, and personnel to actively monitor students at the time of testing. Arrangements may be made to test students at the JJAEP or at a campus designated by the Districts.

16. Exit and Transition of Students

The process associated with students exiting the JJAEP will include the following:

A. A certified teacher assigned by the JJAEP will review all academic work of a student prior to the student's exit from the JJAEP and will certify completion of coursework based upon a determination that the student has mastered the essential knowledge and skills for a course at the seventieth percentile pursuant to TEC §28.002.

B. Upon completion of the program, the JJAEP will notify the District of the student's plan to return to the District. This notification will be provided in writing and will include, at a minimum, the student's attendance days, withdrawal grades, any credits earned, and the results of the IOWA assessment administered to the student.

C. In accordance with TEC §37.011(d), all completed coursework will be accepted by the District and any credit(s) earned by the student while participated in the JJAEP will be reflected on the student's school transcript.

17. Term of MOU

The term of this MOU will be from September 1, 2026, or upon execution of the MOU by the last signatory to the MOU, whichever is later. The MOU will only need to be reviewed and approved by the Board and each of the Districts as necessary.

A. This agreement may be reviewed at any time at the written request of either party.

18. Miscellaneous Provisions

A. This MOU may be amended at any time; however, with the exception of Section 4 above, this MOU may only be amended by a written agreement which has been approved and signed by the Board and each District.

B. In the event that any provision, or provisions, contained in this MOU is/are held to be unenforceable, then this MOU shall be construed without such provision(s), and the remaining provisions shall continue in full force and effect. This MOU constitutes the complete, exclusive, and final agreement between the parties, and supersedes all oral or written proposals, prior written agreements, and/or other prior communications between the parties concerning the subject matter of this MOU.

19. Signatures

This MOU is hereby approved and signed by the Board and each of the nine named School Districts (in alphabetical order) on the signature pages that follow:

PARKER COUNTY JUVENILE BOARD

Honorable Graham Quisenberry
Juvenile Board Chairman
415th District Court

(Date)

Ashley Marineau, LBSW-IPR
Director/Chief, Juvenile Probation
Parker County Juvenile Probation

(Date)

ALEDO INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

AZLE INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

BROCK INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

GARNER INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

MILLSAP INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

PEASTER INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

POOLVILLE INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

SPRINGTOWN INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)

WEATHERFORD INDEPENDENT SCHOOL DISTRICT

Approved and signed on _____

Board of Trustees President or Designee

(Signature of President/Designee)

(Printed Name of President/Designee)



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: August 10, 2026

AGENDA ITEM: Consider Approval of the 2026-2027 Aledo ISD Student Code of Conduct

PRESENTER: Kim Raymond, Deputy Superintendent

BACKGROUND INFORMATION:

The Student Code of Conduct (SCoC) is reviewed annually and presented to the Board of Trustees for approval. The SCoC is posted on both the district and campus websites.

Because this is not a legislative session, the recommended revisions for the 2026–2027 Student Code of Conduct are minimal. The attached redlined version reflects administrative recommendations intended to provide clarification, improve consistency, and ensure the document continues to align with district policies. There are no substantive changes required by state law for this year's update.

FISCAL INFORMATION:

None

ATTACHMENTS:

Draft 2026-2027 Student Code of Conduct

ADMINISTRATIVE RECOMMENDATION:

Administration recommends the Board approve the 2026-2027 Aledo ISD Student Code of Conduct as presented.



**ALEDO ISD STUDENT
CODE OF CONDUCT
2026-2027 School Year**

Contents

<u>Student Code of Conduct</u>	4
<u>Accessibility</u>	4
<u>Purpose</u>	4
<u>School District Authority and Jurisdiction</u>	5
<u>Campus Behavior Coordinator</u>	5
<u>Searches</u>	6
<u>Reporting Crimes</u>	6
<u>Aledo ISD Police Department</u>	6
<u>“Parent” Defined</u>	7
<u>Participating in Graduation Activities</u>	7
<u>Unauthorized Persons</u>	7
<u>Standards for Student Conduct</u>	8
<u>General Conduct Violations</u>	9
<u>Disregard for Authority</u>	9
<u>Mistreatment of Others</u>	9
<u>Property Offenses</u>	10
<u>Possession of Prohibited Items</u>	10
<u>Possession of Telecommunications or Other Electronic Devices</u>	11
<u>Illegal, Prescription, and Over-the-Counter Drugs</u>	11
<u>Misuse of Technology Resources and the Internet</u>	12
<u>Safety Transgressions</u>	13
<u>Miscellaneous Offenses</u>	13
<u>Discipline Management Techniques</u>	15
<u>Students with Disabilities</u>	15
<u>Techniques</u>	15
<u>Prohibited Aversive Techniques</u>	16
<u>Notification</u>	17
<u>Appeals</u>	17
<u>Removal from the School Bus</u>	19
<u>Removal from Extra Curricular Activities</u>	20
<u>Removal from the Regular Educational Setting</u>	21
<u>Routine Referral</u>	21
<u>Formal Removal</u>	21
<u>Returning a Student to the Classroom</u>	21
<u>Appeals of Formal Teacher Removals</u>	22
<u>In-School Suspension</u>	23
<u>Out-of-School Suspension</u>	23
<u>Misconduct</u>	23
<u>Process</u>	24

Alternative Assignment	24
Coursework During Suspension	24
Disciplinary Alternative Education Program (DAEP) Placement	26
Discretionary Placement: Misconduct That May Result in DAEP Placement	26
Misconduct Identified in State Law	26
Mandatory Placement: Misconduct That Requires DAEP Placement	27
Sexual Assault and Campus Assignments	28
Process	28
Conference	28
Consideration of Mitigating Factors	29
Placement Order	29
DAEP at Capacity	29
Coursework Notice	30
Length of Placement	30
Exceeds One Year	30
Exceeds School Year	30
Exceeds 60 Days	30
Appeals	30
Restrictions During Placement	31
Placement Review	31
Additional Misconduct	31
Notice of Criminal Proceedings	31
Withdrawal During Process	32
Newly Enrolled Students	32
Emergency Placement Procedure	32
Transition Services	32
Placement and/or Expulsion for Certain Offenses	34
Registered Sex Offenders	34
Review Committee	34
Newly Enrolled Students	34
Appeal	34
Expulsion	35
Discretionary Expulsion: Misconduct That May Result in Expulsion	35
Any Location	35
At School, Within 300 Feet, or at a School Event	35
Within 300 Feet of School	36
Property of Another District	36
While in a DAEP	36
Mandatory Expulsion: Misconduct That Requires Expulsion	36
Under Federal Law	36
Under the Penal Code	36

Under Age Ten	37
Process	37
Hearing	38
Board Review of Expulsion	38
Expulsion Order	38
Length of Expulsion	39
Withdrawal During Process	39
Additional Misconduct	39
Restrictions During Expulsion	39
Newly Enrolled Students	39
Emergency Expulsion Procedures	40
DAEP Placement of Expelled Students	40
Transition Services	40
Certain Felonies	40
Hearing and Required Findings	41
Length of Placement	41
Placement Review	41
Newly Enrolled Students	41
Glossary	42

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 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 and at [2026-2027 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, 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 material created through the use of artificial intelligence (AI),.
- 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 of Personal Communication Devices

Students shall not:

- Use a personal communication device such as cell phones, smartwatches, tablets, airpods, smartglasses or other electronic devices 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]
- 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.
- 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.

General Conduct Violations

- 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 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.
- 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.

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 district has not adopted a policy implementing behavior agreements under Education Code 37.0014.

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.

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

Removal from the School Bus

A bus driver may refer a student to the 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 the teacher's ability to teach the class or with other students' ability to learn;
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom .
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.

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.

Removal from the Regular Education Setting

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

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

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;

- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

State law allows a student to 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.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any

method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Summer programs provided by the district shall serve students assigned to a DAEP 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 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.
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).

Disciplinary Alternative Education Program (DAEP) Placement

- 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 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, 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.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.

Disciplinary Alternative Education Program (DAEP) Placement

- Sells, gives, or delivers to another person 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.
- 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.
- The student receives deferred prosecution (see **Glossary**), or a court or jury finds that the student has engaged in delinquent conduct (see **Glossary**), or the superintendent or designee has a reasonable belief (see **Glossary**) under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:
 - 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.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Consideration of Mitigating Factors

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

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

Placement Order

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

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

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

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to 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.

Disciplinary Alternative Education Program (DAEP) Placement

Coursework Notice

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

Length of Placement

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

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

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

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

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

Exceeds One Year

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

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

Exceeds School Year

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

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

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

Exceeds 60 Days

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

Appeals

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

Disciplinary Alternative Education Program (DAEP) Placement

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.

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.

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

Disciplinary Alternative Education Program (DAEP) Placement

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.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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.

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 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.
- Criminal mischief, if punishable as a felony.
- 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 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.

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 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 aggravated kidnapping.
 - Burglary, robbery, or 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.

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. 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;
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 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 10, 2026

AGENDA ITEM: Consider Approval of Weatherford College Teacher Preparation Field Placement Memorandum of Understanding for the 2026-2027, 2027-2028, and 2028-2029 school years.

PRESENTER: Kim Raymond, Deputy Superintendent

BACKGROUND INFORMATION:

- Weatherford College Teacher Preparation program offers early childhood certificate programs and allows students to obtain either an Associate of Applied Science in Early Childhood Education, an Associate of Arts in Teaching, or a Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching.
- Partnering with Aledo ISD would allow Weatherford College students to conduct observations, field-based experiences, and clinical teaching assignments on Aledo ISD campuses.
- This partnership will strengthen Aledo ISD's educator pipeline by providing opportunities to identify, mentor, and recruit high-quality future teachers who are already familiar with the District's culture, expectations, and instructional practices.

FISCAL INFORMATION:

None expected at this time.

ATTACHMENTS:

Weatherford College Teacher Preparation Field Placement Partnership Memorandum of Understanding

ADMINISTRATIVE RECOMMENDATION

The Administration recommends that the Board of Trustees approves the Weatherford College Teacher Preparation Field Placement Partnership Memorandum of Understanding for the 2026-2027, 2027-2028, and 2029 School Years as presented.

TEACHER PREPARATION FIELD PLACEMENT PARTNERSHIP

MEMORANDUM OF UNDERSTANDING



&



This Memorandum of Understanding (“MOU”) establishes a partnership between Weatherford College (“WC”), acting through the Weatherford College Education Department, and Aledo ISD (“Partner”) to provide approved field experiences for WC students preparing to work in early childhood and P–12 educational settings.

This MOU applies to field experiences associated with:

1. WC early childhood certificate programs;
2. the Associate of Applied Science in Early Childhood Education;
3. the Associate of Arts in Teaching pathways;
4. the Bachelor of Applied Arts and Sciences in Early Childhood Education and Teaching; and
5. the proposed Weatherford College Educator Preparation Program, subject to state approval.

Covered experiences may include observations, interviews, professional inquiry, curriculum or environmental analysis, supervised participation, bachelor’s-level early field-based experiences, and, following state approval of the WC Educator Preparation Program, formal clinical teaching.

The Partner Profile and Placement Scope in the Appendix identifies the programs, placement categories, age groups or grade levels, and sites the Partner is approved to host. WC will identify the applicable program, course, purpose, hours or activities, requested setting, student role, host role, anticipated dates, and documentation expectations in each placement request.

Formal clinical teaching may occur only at a Partner Site approved for that purpose under applicable state requirements and specifically authorized in the Appendix. Participation by an Early Learning Partner does not independently authorize the Partner to host state-regulated clinical teaching. Nothing in this MOU guarantees a specific number or type of placement. All placements remain subject to student eligibility, Partner capacity, site needs, host availability, applicable screening or clearance requirements, and mutual agreement of the parties.

1. Goals

WC and Aledo ISD agree to work collaboratively to:

- Provide meaningful, professionally appropriate field experiences in diverse early childhood and P–12 settings;
- Connect early childhood workforce preparation with associate, bachelor's, and educator-preparation pathways;
- Establish a clear and consistent process for requesting, approving, supporting, and documenting placements;
- Support Partner personnel who contribute to the development of WC students and teacher candidates;
- Protect Partner student learning, safety, privacy, and instructional continuity;
- Promote ethical, reflective, developmentally appropriate, and instructionally responsive professional practice; and
- Use reasonable partner feedback to strengthen student readiness, program quality, and regional educator preparation.

2. Procedures

2.1 Course Requirements

The following table summarizes current courses with documented or anticipated partner-based field-experience requirements. The Partner is responsible only for placement categories approved in the Appendix. When a published course description does not specify fixed hours, WC will identify the required activities, setting, and documentation in the placement request.

Table 1 outlines field-based courses across the Weatherford College Education Programs Portfolio.

Table 1*Weatherford College Education Field-Experience Requirements*

Course	Category	Hours	Eligible Setting(s)
CDEC/TECA 1303: Family, School, & Community	Course-based	16 hours	Early Learning Center PreK–12th Grade
CDEC/TECA 1311: Educating Young Children	Course-based	16 hours	Early Learning Center PreK–12th Grade
CDEC 1313: Curriculum Resources	Course-based	As assigned	Early Learning Center PreK–12th Grade
CDEC/TECA 1318: Child Wellness	Course-based	16 hours	Early Learning Center PreK–12th Grade
EDUC 1301: Intro to Teaching Profession	Observation	16 hours	PreK–12th Grade
EDUC 2301: Intro to Special Populations	Observation	16 hours	PreK–12th Grade
EDEC 3301: Sup. Exper. in Early Childhood	Field-Based Experience	25 hours	PreK–2nd Grade
EDEC 3302: Sup. Exper. in Upper Elem.	Field-Based Experience	25 hours	Grades 3-6
EDEL 4311: Student Teaching I	Clinical Teaching	245 hours	PreK–6th Grade
EDEL 4312: Student Teaching II	Clinical Teaching	245 hours	PreK–6th Grade

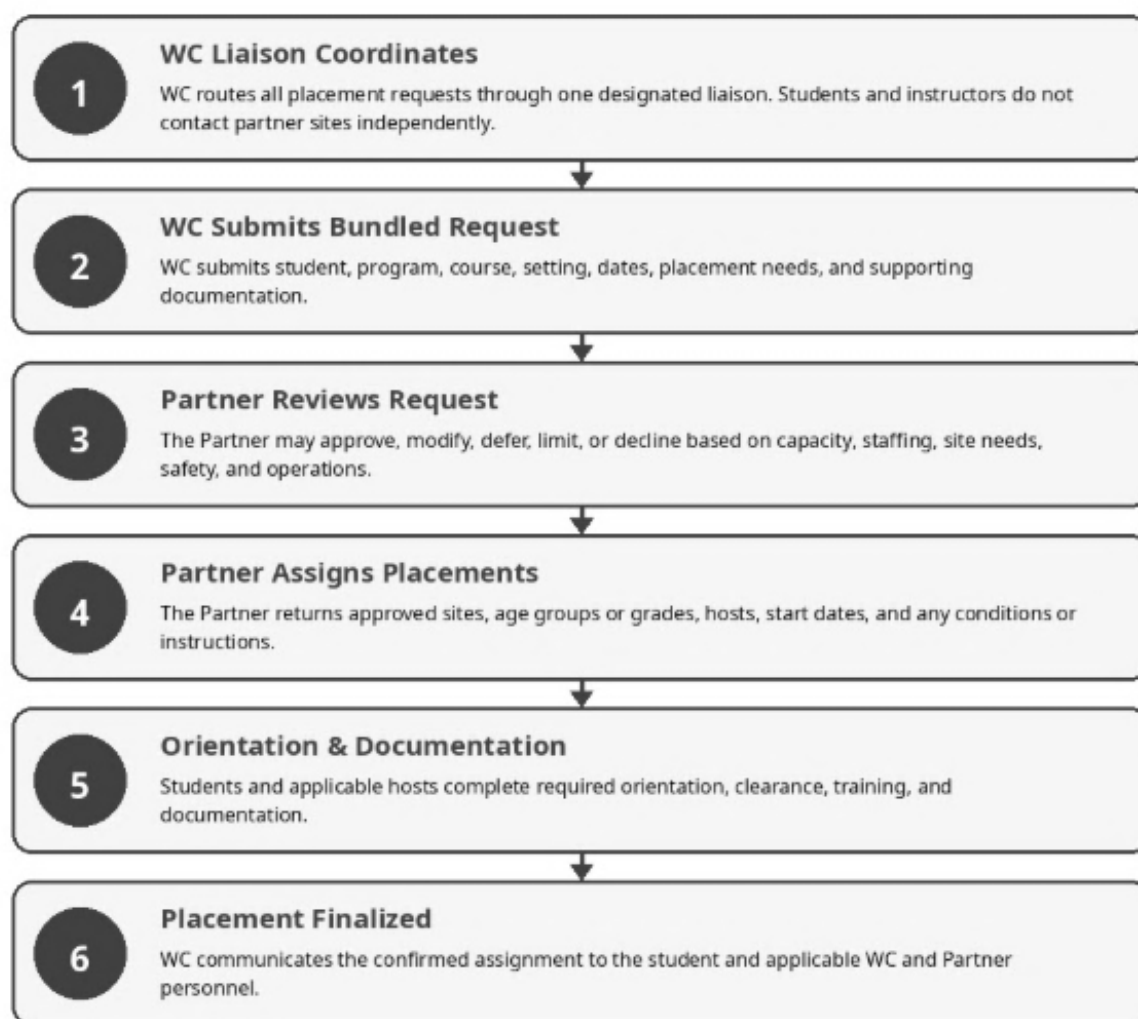
Additional CDEC or TECA courses within the certificate programs or AAS may include observation, interviews, curriculum analysis, environmental review, professional inquiry, supervised participation, or other partner-based applied experiences. Additional course or activity details may be documented in the WC placement request or another mutually approved operating document. No placement begins without Partner approval.

2.2 Coordination Process

Weatherford College and the Partner will use one coordinated process to request, review, assign, document, and confirm all placements covered by this MOU. The process centralizes communication, clarifies responsibilities, and limits documentation to what is necessary for the approved placement.

Figure 1

Field Placement Coordination Process



The placement process is supported by four standard documents included in the Appendix:

- the Partner Profile and Placement Scope, completed when the MOU is executed or the Partner's approved scope changes;
- the WC Field Placement Request Cover Sheet, submitted by WC for each bundled request;
- the Partner Placement Assignment Roster, completed by the Partner; and
- the Cooperating Teacher Eligibility Verification Form, used only when WC requires formal host verification for BAAS ECET early field-based experience or clinical teaching.

For each placement cycle, WC will submit a bundled Field Placement Request Cover Sheet identifying students, programs, courses, placement requirements, requested sites or settings, anticipated dates, WC contact information, and relevant scheduling or placement considerations. WC students, instructors, and other College personnel will not independently contact Partner Sites or personnel to arrange placements unless the designated WC and Partner contacts approve a different process in writing.

The Partner will review the request and may approve, modify, limit, defer, or decline any placement based on capacity, staffing, host availability, site needs, child or student safety, continuity of instruction or care, licensing or regulatory requirements, or other operational considerations.

The Partner will return a Partner Placement Assignment Roster identifying approved placements, assigned sites, age groups or grade levels, hosts, approved start dates, and any Partner-specific conditions or instructions. The Partner may use the WC roster, a Partner form containing substantially the same information, or another mutually approved process.

A placement is not final until the Partner confirms the assignment, the student and any applicable host complete required orientation, screening, clearance, training, or documentation, and WC communicates the approved placement to the student and applicable WC and Partner personnel.

3. Responsibilities

3.1 Weatherford College

Weatherford College will:

- coordinate placement requests through the designated WC Primary Field Placement Liaison;
- consolidate course and program needs into coordinated requests;
- provide preliminary placement projections when available;

- identify the program, course, placement purpose, required hours or activities, requested setting, student role, requested host role, and anticipated dates;
- confirm that each student is enrolled in the applicable course and eligible for the requested placement;
- complete any WC screening or internal criminal-history review required by the College;
- ensure that students complete applicable Partner applications, background checks, fingerprinting, identification, health, training, licensing, or clearance procedures before entry;
- orient students to professional conduct, confidentiality, safety, attendance, dress, communication, technology, appropriate boundaries, and Partner expectations;
- require students to comply with Partner policies, site procedures, and directives from authorized Partner personnel;
- provide students and hosts with applicable calendars, course expectations, forms, documentation, and concern-reporting procedures;
- assign qualified faculty or field supervisors when required;
- conduct observations, conferences, evaluations, and other supervision according to applicable course, program, and state requirements;
- maintain records of placement requests, approvals, participation, evaluations, completion, and significant concerns or resolutions;
- provide reasonable consultation and support to approved hosts; and
- respond promptly to Partner questions or concerns.
- Address accommodation requests through established institutional processes in consultation with the Partner
- Retain authority over its students, courses, grades, academic standing, program requirements, improvement plans, progression decisions, and certification recommendations.

3.2 Aledo ISD

Aledo ISD will:

- review coordinated placement requests submitted by WC;
- identify Partner Sites, classrooms, programs, age groups or grade levels, and hosts appropriate to the requested experience;
- approve, modify, limit, defer, or decline proposed placements based on Partner capacity and operational needs;
- notify the appropriate site administrator, director, principal, or designee of each approved placement;
- identify a Partner or site contact for communication and urgent concerns;
- communicate material changes affecting an approved placement as soon as reasonably possible;
- provide approved WC students reasonable access to the setting and activities required for the assigned experience, subject to Partner procedures;

- permit approved WC faculty and field supervisors reasonable access for required observations, conferences, support, or evaluation;
- identify any restricted areas, records, systems, technology, activities, child or student information, or other limitations;
- communicate concerns promptly to the designated WC contact; and
- retain authority over the selection and assignment of sites, classrooms, hosts, cooperating teachers, and other Partner personnel.

Approved Hosts. For course-based placements, the Partner will identify a teacher, site mentor, director, administrator, or other appropriate professional who is in good standing and suited to the level and purpose of the experience.

The approved host will:

- be assigned to a site, classroom, program, age group, grade level, or subject area appropriate to the requested experience;
- demonstrate professional, ethical, developmentally appropriate, culturally responsive, and instructionally sound practice;
- provide a safe and professionally appropriate environment for the WC student;
- orient the student to applicable site procedures and clarify the approved role and limits of participation;
- provide access to activities approved by WC and the Partner;
- verify attendance, hours, activities, or documentation when requested;
- provide reasonable feedback appropriate to the course or experience;
- communicate conduct, safety, confidentiality, boundary, or performance concerns promptly to WC; and
- protect child or student learning, safety, dignity, privacy, and continuity of care or instruction.

Cooperating Teachers. When WC requires a cooperating teacher for BAAS ECET early field-based experience or, following approval of the WC Educator Preparation Program, formal clinical teaching, the Partner will collaborate with WC to identify an eligible educator and complete the Cooperating Teacher Eligibility Verification Form.

The cooperating teacher must:

- hold any certification required for the placement and serve in an appropriate assignment;
- meet applicable state, Partner, and WC experience and effectiveness requirements;
- be in good standing with the Partner and have no known disqualifying conflict of interest;
- complete required WC or WC-approved training;

- model compliance with applicable professional ethics, law, Partner policy, and professional standards;
- collaborate with the WC student or teacher candidate and assigned WC supervisor;
- support approved observation, planning, instruction, assessment, reflection, and progressively increasing responsibility as applicable;
- provide ongoing, specific, evidence-based, and growth-oriented feedback;
- participate in required conferences, evaluations, improvement planning, and documentation; and
- report progress and concerns accurately and promptly.

Formal clinical teaching may occur only after WC EPP approval and only at a Partner Site approved for that purpose. Nothing in this MOU requires an Early Learning Partner to host formal clinical teaching.

3.3 Both Parties

Communication & Coordination. Each party will designate one primary contact to coordinate communication and implementation under this MOU. The WC Primary Field Placement Liaison will serve as the College's single point of contact for all placement requests and Partner communications. WC students, instructors, faculty, and other College personnel will not independently contact Partner Sites or personnel regarding placement requests, availability, assignments, changes, concerns, or related arrangements.

Following confirmation of an approved BAAS ECET or clinical-teaching placement, an assigned WC supervisor may communicate directly with the host and site administrator only as necessary to fulfill required supervision responsibilities. The supervisor may not independently request, negotiate, expand, reassign, relocate, suspend, or terminate a placement. The Partner Primary Placement Contact will coordinate review of WC requests, communicate decisions and conditions, facilitate site and host assignments, and route placement-wide matters through the WC Primary Field Placement Liaison.

To support this centralized communication structure, the parties designate the following primary contacts:

Table 2.

Primary Contacts

Weatherford College	Aledo ISD
Dr. Leslie Hancock Weatherford College Education Department Chair lhancock@wc.edu 817-598-8962	Mrs. Lesley Hurley Aledo ISD Certification Specialist lhurley@ledoisd.org 817-441-8327

Either party may change its designated contact by providing written notice to the other party. A change in contact information does not require formal amendment of this MOU.

Placement Planning Timeline. The parties will use the following timeline as the standard planning framework. Dates may be adjusted by mutual written agreement to address academic calendars, enrollment changes, student eligibility, Partner capacity, staffing, campus needs, or other operational considerations. Preliminary projections support planning only and do not obligate the Partner to accept a particular number or type of placement. Requests submitted after the target dates may be considered, but the Partner is not obligated to accommodate late requests.

Table 3

Field Placement Planning Timeline

Timeframe	Weatherford College	Aledo ISD	Outcome
By August 1	Submit projected fall and spring BAAS ECET early field-based and proposed clinical-teaching needs, as applicable.	Review projections and identify potential sites and hosts.	Full-year planning framework established.
Before fall semester	Provide available eligibility information, calendars, clearance requirements, and orientation materials.	Confirm fall placements and, when practicable, tentative spring capacity.	Fall placements finalized; spring capacity identified.
Annual orientation / Match Day	Orient students, candidates, hosts, and supervisors as applicable.	Participate through Partner, site, or host representatives as available.	Shared expectations and communication confirmed.
Second week of each long semester	Begin approved clinical teaching after EPP approval.	Provide approved site access and cooperating-teacher support.	Clinical teaching begins.
By third week of each long semester	Submit certificate, AAS, and AAT requests with courses, hours or activities, settings, and projected numbers.	Review capacity and identify appropriate hosts.	Course-based placement assignments initiated.
By fifth week of each long semester	Confirm eligibility, clearance, and orientation; provide final materials.	Confirm approved course-based placements and conditions.	Students begin approved experiences.
Second eight weeks of each long semester	Begin BAAS ECET early field-based experiences.	Provide approved site access and host support.	Early field-based experiences begin.
End of semester	Collect required logs, evaluations, completion records, and feedback.	Verify participation and provide requested feedback.	Completion and improvement information documented.

Professional Responsibilities. The parties will support compliance with applicable federal and state law, professional ethical standards, Partner policies, site procedures, licensing or regulatory requirements, and WC program requirements. WC students and personnel will protect confidential child, student, family, employee, record, image, and educational information. No WC student or employee may photograph, record, post, publish, copy, transmit, or share identifiable information unless specifically authorized in writing. WC students may perform only activities approved for the placement and authorized by the host. Nothing in this MOU authorizes a WC student to serve as an employee, substitute, teacher of record, childcare staff member counted in required ratios, or unsupervised provider unless separately employed and authorized by the Partner in that capacity.

Conflict Resolution. The parties will communicate placement concerns promptly. Routine questions may be addressed by the assigned host or WC supervisor. Recurring, unresolved, or placement-wide concerns will be referred to the designated WC and Partner contacts. Except when immediate action is necessary, the parties will confer regarding an appropriate response, which may include clarification, coaching, additional supervision, a written support plan, temporary suspension, reassignment, or removal. The Partner retains authority over its sites, personnel, children or students, operations, licensing, instruction, and care and may immediately restrict or remove a WC student or representative when necessary to protect health, safety, confidentiality, legal compliance, continuity of care or instruction, or site operations. WC retains authority over its students, courses, grades, academic standing, program progression, and certification recommendations.

Partnership Review. WC may invite Partner leaders, principals, hosts, and other stakeholders to participate in advisory activities, surveys, focus groups, program review, placement evaluation, recruitment discussions, or other continuous-improvement processes. Participation will occur as mutually agreed and subject to Partner availability. Following approval of the WC Educator Preparation Program, the parties will cooperate with applicable state accountability, stakeholder-survey, reporting, and program-review requirements.

Records Retention. Each party will maintain records required by its policies and applicable law. WC will retain academic and placement records; the Partner will retain site, personnel, clearance, safety, and operational records. The parties will cooperate with authorized accrediting, regulatory, or governmental requests while protecting confidential information and complying with applicable disclosure laws.

4. General Terms

4.1 Independent Parties & Financial Obligations

This MOU does not create an employment relationship, agency, partnership, joint venture, or entitlement to compensation. WC students remain students of WC and are not Partner employees solely by virtue of a field placement. Unless separately agreed in writing, each

party is responsible for its own personnel, costs, equipment, insurance, and operational expenses. Nothing in this MOU authorizes either party to bind or obligate the other party financially or contractually.

4.2 Term & Termination

This MOU will take effect on the date of final signature and remain in effect for three years unless terminated earlier. Either party may terminate this MOU with at least 30 calendar days' written notice. The Partner may immediately suspend or terminate an individual placement when necessary to protect health, safety, confidentiality, legal compliance, instruction, staffing, or campus operations. Unless immediate circumstances require otherwise, the parties will make a good-faith effort to allow active placements to conclude at the end of the current semester or clinical teaching cycle. Termination of this MOU does not require the Partner to continue an individual placement that the District determines should end earlier.

4.3 Amendments & Operational Updates

The parties may amend this MOU by mutual written agreement signed by authorized representatives. The designated WC and Partner contacts may update the following through mutual written agreement without re-executing the entire MOU: primary contact information, forms, placement-request procedures, course or program information, calendars, placement projections, host instructions, documentation requirements, and other operating materials. Such updates may not materially alter the parties' legal obligations or substantially expand the scope of the agreement. This MOU and its appendices constitute the parties' complete understanding regarding the field placements described herein, supersede prior agreements covering the same subject and term, and control over any conflicting the appendix or operating document.

4.4 Public Information & Legal Compliance

Each party acknowledges that records relating to this MOU may be subject to applicable public-information and records-retention laws. Each party will comply with the laws, rules, policies, and procedures applicable to its own operations and responsibilities under this MOU. Nothing in this MOU will be construed as a waiver of any immunity, defense, limitation of liability, or other protection available to either party under applicable law.

4.5 Force Majeure

Neither party will be responsible for a failure or delay in performance caused by events beyond its reasonable control, including natural disasters, fire, epidemic or pandemic, governmental action, interruption of essential services, terrorism, or other comparable circumstances. The affected party will notify the other party as soon as reasonably practicable. The parties will

cooperate in determining whether placements should be delayed, modified, suspended, or terminated.

Acknowledgements

By signing below, the authorized representatives affirm their understanding of and agreement to the terms of this MOU. This MOU and its appendices reflect the parties' understanding regarding the field placements described herein. It supersedes prior field-placement agreements between the parties covering the same subject and term. If the appendix conflicts with the body of this MOU, the body of the MOU controls.

WEATHERFORD COLLEGE	Aledo ISD
_____ Printed Name	_____ Printed Name
_____ Title	_____ Title
_____ Signature	_____ Signature
_____ Date	_____ Date
_____ Printed Name	_____ Printed Name
_____ Title	_____ Title
_____ Signature	_____ Signature
_____ Date	_____ Date

Appendix`

Partner Profile Form

This form identifies the Partner, Partner type, approved placement categories, age groups or grade levels, sites, and primary contacts covered by this MOU. The parties may update this profile through the operational-update process without re-executing the full agreement, provided the change does not materially alter the parties' legal obligations.

Field Placement Request Form

This form is completed by Weatherford College and submitted to the Partner as the cover sheet for each bundled placement request. It identifies the students, programs, courses, placement types, required hours or activities, requested settings, anticipated dates, and WC contacts associated with the request.

Partner Placement Assignment Roster

This form is completed and returned by the District after review of the WC placement request. It documents each student's placement status, assigned campus, grade level or subject area, host, approved start date, and any District-specific conditions or instructions.

Cooperating Teacher Eligibility Verification Form

This form is required for formal clinical teaching placements after approval of the WC Educator Preparation Program. It is completed by the District to verify that the proposed cooperating teacher meets applicable certification, experience, professional-standing, training, and assignment requirements.



WEATHERFORD COLLEGE EDUCATION PROGRAMS

Field Placement Partner Profile

Effective: 9/1/26 Until: 8/31/29

Contact Information

Aledo ISD

Partner Name

1008 Bailey Ranch Road

Address

Aledo

TX

76008

City

State

Zip

Mrs. Lesley Hurley

Primary Contact

Certification Specialist

Title

[ilhurley@aledoisd.org](mailto:lhurley@aledoisd.org)

Email

817-441-8327, x1004

Phone

Partner Type

Select the category that best describes the Partner organization. Select Other and provide a brief description when the organization does not fall within one of the listed categories.

☐ Early Learning Center

☐ Other: _____

☒ Independent School District

Approved Placement Categories

Select all programs, placement types, hour requirements, age or grade levels, and sites the Partner is approved and willing to host. Selections should reflect the Partner's available settings, staffing, capacity, regulatory requirements, and operational limitations. Approval of a program does not obligate the Partner to accept every student or placement request. Each placement remains subject to Partner review and written confirmation. Use the Other fields to identify additional courses, placement activities, hour requirements, age groups, grade levels, or site-specific conditions.

Programs	Placements	Required Hours	Level(s)	Site(s)
☒ Certificates	☒ Observations	☒ 16 hours	☒ Preschool	AISD Early Learning Academy; Annetta, COder, McCall, Lynn McKinney, Stuard, & Vandagriff Elementary Schools; Aledo & McAnally Middle Schools; Aledo High School
☒ AAS EC Education	☒ Field-Based Experiences	☒ 25 hours	☒ Elementary	
☒ AAT EC-6, EC-12 SPED	☒ Clinical Teaching	☒ 245 hours	☒ Secondary	
☒ AAT 7-12, Non-SPED	☐ Other	☐ Other	☐ Other	
☒ BAAS ECET	_____	_____	_____	

Certification

We certify that the information provided in this Partner Profile and Placement Scope is accurate to the best of our knowledge and has been completed in good faith. The selections identify the placement categories the Partner may consider under this MOU but do not guarantee acceptance of any individual student or placement request. Final placements remain subject to student eligibility, Partner capacity, required screening and clearance, site availability, and written confirmation by the Partner.

Weatherford College Representative

Printed Name

Title

Signature

Date

Partner Representative

Printed Name

Title

Signature

Date



WEATHERFORD COLLEGE EDUCATION PROGRAMS

Field Placement Request

Partner Name

Academic Term

Date Submitted

WC Liaison

Student Roster

Name	Grade Level	Hours	Placement	Start Date	End Date	Additional Information
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			96
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			

Name	Grade Level	Hours	Placement	Start Date	End Date	Additional Information
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☒ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			97
	☐ PreK-2nd Grade ☐ 3rd-6th Grade ☐ 7-12th Grade ☐ Other: _____	☐ 16 hours ☐ 25 hours ☐ 245 hours ☐ Other: _____	☐ Observation ☐ Field-Based Experience ☐ Clinical Teaching ☐ Other: _____			

Enclosures

The following materials are included with this bundled placement request to support Partner review, clearance, and assignment. Enclosures may vary according to the student's program, course, placement type, and the Partner's established procedures. The Partner may request additional documentation or require students to complete Partner-specific forms, applications, screening, training, or clearance processes before approving or finalizing a placement.

- ☐ WC Clearance Letters
- ☐ Preliminary Criminal Background Check
- ☐ Partner application
- ☐ Other: _____

WC Certification

WC certifies that the students listed above are currently enrolled in the identified programs and courses and have been reviewed for eligibility to participate in the requested field placements. WC has provided the available placement information and supporting documentation necessary for Partner review. Final placement remains subject to Partner approval, completion of all applicable background-check, identification, application, training, and clearance requirements, and confirmation of an appropriate campus and host assignment.

Printed Name

Title

Signature

Date

SAMPLE



WEATHERFORD COLLEGE EDUCATION PROGRAMS

Field Placement Assignment Roster

Please complete and return this roster after reviewing Weatherford College's bundled placement request. For each student, identify the assigned host (i.e., mentor teacher, cooperating teacher, center director.), placement site (i.e., campus, early learning center), age or grade level, host contact information, approved start and end dates, as well as any additional conditions or instructions.

Partner Name

Academic Term

Date Submitted

Partner Liaison

Student Name	Site	Host	Level	Contact Information	Additional Conditions/Instructions
					99

Partner Certification

The Partner certifies that the assignments listed above have been reviewed through the appropriate Partner process and are approved only to the extent indicated. Final placements remain subject to completion of all applicable Partner applications, background checks, identification, orientation, training, clearance, licensing, and site requirements.

Printed Name

Title

Signature

Date

SAMPLE



Verification of Cooperating Teacher Qualifications

Weatherford College BAAS ECET

225 College Park Drive Weatherford, TX 76086

In accordance with the Texas Administrative Code (TAC), cooperating teachers supporting field-based experiences and clinical teaching must meet established qualification requirements and may not self-identify eligibility. Cooperating teachers must hold appropriate certification, have sufficient teaching experience, and be accomplished educators as demonstrated by student learning [19 TAC §228.2(26) & §228.35(f)]. Weatherford College submits placement requests directly to district Human Resources offices pursuant to district Memoranda of Understanding. This form documents district verification of cooperating teacher qualifications and is retained as evidence of compliance with state law. Please complete for cooperating teachers who host field-based experiences (25 hours) and clinical teaching (245 hours) placements and return to Dr. Leslie Hancock, Education Department Chair (lhancock@wc.edu), along with the field placement Assignment Roster.

Cooperating Teacher Information

Last Name First Name Middle Initial TEA ID #

District Campus Grade Level(s) Content Area(s)

Verification of Qualifications

Academic Year: _____
Verification is valid for the academic year indicated above.

Affirmations

By checking each item below, the district Human Resources office verifies that the cooperating teacher listed above meets all requirements to serve as a cooperating teacher [19 TAC §228.2(26) & 19 TAC §228.35(f)].

- ☐ **Valid Certification:** The cooperating teacher holds a valid Texas teaching certificate appropriate for the grade level and content area of the assignment [(19 TAC §228.2(26)(E)].
- ☐ **Professional Experience:** The cooperating teacher meets district and state experience requirements, including a minimum of three years of successful teaching experience [19 TAC §228.2(26)(C)].
- ☐ **Demonstrated Effectiveness:** The cooperating teacher is an accomplished educator as shown by evidence of student learning [19 TAC §228.2(26)(D)]. Verification is based on district records, evaluations, and/or review of a professional resume.

HR Certification

I certify that the cooperating teacher listed above meets all applicable requirements under 19 TAC Chapter 228 and that the information provided has been verified through official district records.

Name of HR Director or Designee Title

Signature Date

Records Retention

Weatherford College retains this completed form and all supporting documentation as official evidence of cooperating teacher qualification verification in accordance with 19 TAC §228.35(f).

SAMPLE



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: August 10, 2026

AGENDA ITEM: Consider Approval of University of Texas at Arlington Educational Experience Affiliation Agreement for the 2026-2027 school year.

PRESENTER: Kim Raymond, Deputy Superintendent

BACKGROUND INFORMATION:

- University of Texas at Arlington (UTA) pre-nursing students would complete clinical or field-based experiences on Aledo ISD campuses, similar to a traditional student-teaching placement.
- This partnership would provide UTA students with valuable hands-on experience in a school health setting while creating an additional support resource for campus nurses.
- It would also strengthen our relationship with UTA and serve as a potential pipeline for recruiting future school nurses and healthcare professionals.

FISCAL INFORMATION:

None expected at this time.

ATTACHMENTS:

University of Texas at Arlington Educational Experience Affiliation Agreement

ADMINISTRATIVE RECOMMENDATION

The Administration recommends that the Board of Trustees approves the University of Texas at Arlington Educational Experience Affiliation Agreement for the 2026-2027 school year as presented.

The University of Texas at Arlington
EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT
Baccalaureate/Graduate Nursing, Kinesiology

THIS AGREEMENT, effective the _____ day of _____, 20_____, is between
The University of Texas at Arlington, on behalf of its College of Nursing and Health Innovation ("University"), a
component institution of The University of Texas System ("System"), and

_____, ("Facility"),
a facility having its principal office at _____,
_____ State of _____.

WHEREAS, University provides academic courses with respect to and periodically desires to provide students in such
courses with educational experience by utilizing appropriate facilities and personnel of third parties ("Program"); and

WHEREAS, Facility desires to cooperate with University to establish and implement from time to time one or more
Programs involving the students and personnel of University and the facilities and personnel of Facility.

NOW, THEREFORE, in consideration of the mutual promises herein, University and Facility agree that any Program
established and implemented by Facility and University during the term of this Agreement shall be covered by and subject
to the following terms and conditions:

1. **Program Agreement:** To become effective, all agreements with respect to a Program ("Program Agreement") shall be reduced to writing, executed by authorized representatives of Facility and University.
2. **Conflict:** In the event of conflict between the text of Program Agreement and the text of this Agreement, this Agreement shall govern.
3. **Amendment of Program Agreement:** No amendment to a Program Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Facility and University.
4. **Responsibility of Facility:** Except for acts to be performed by University pursuant to the provisions of this Agreement, Facility will furnish the premises, personnel, services, and all other items necessary for the educational experience specified in the Program Agreement. In connection with such Program, Facility will:
 - a. comply with all applicable federal, state, and municipal laws, ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by University;
 - b. permit the authority responsible for accreditation of University's curriculum to inspect the facilities, services, and other items provided by Facility for purposes of the educational experience; and
 - c. appoint a person to serve for Facility as liaison ("Facility Liaison") by the following procedure:
 - (1) Facility shall submit to University the name and professional and academic credentials of the person proposed as Facility Liaison in writing at least thirty (30) days prior to the date the appointment is to become effective;
 - (2) University shall notify Facility of University's approval or disapproval of such person within ten (10) days after receipt of such notice;
 - (3) No person shall act as Facility Liaison without the prior written approval of University;
 - (4) In the event the Facility Liaison approved by University later becomes unacceptable and university so notifies Facility in writing, Facility will appoint another person in accordance with the procedure outlined in paragraph 4 (c).
5. **Responsibilities of University:** University will:
 - a. furnish Facility with the names of the students assigned by University to participate in the Program;

- b. assign only those students who have satisfactorily completed those portions of University curriculum that are prerequisite to Program participation;
 - c. obtain prior approval and acceptance of the student by Physician Preceptor; and
 - d. designate a member of the University faculty ("University Representative") to coordinate the educational experience of students participating in the Program with the Facility Liaison. University shall give Facility written notice of the name of the University Representative.
6. **Notices:** All notices under this Agreement or a Program Agreement shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested. Such notices shall be deemed given when received by such party's designated representative.
 7. **Oral Representations:** No oral representations of any officer, agent, or employee of Facility, University, or System shall affect or modify any obligations of either party under this Agreement or any Program Agreement.
 8. **Amendment to Agreement:** No amendment to this Agreement shall be valid unless reduced to writing, signed by an authorized representative of each party.
 9. **Assignment:** Neither this Agreement nor a Program Agreement may be assigned by either party without prior written approval of the other party.
 10. **Performance:** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.
 11. **Term and Effective Date:** This Agreement shall continue in effect for an initial period ending one (1) year after the date and year stated in the first paragraph ("Term"). After such initial Term, this Agreement shall continue from year to year unless one party shall give the other one hundred eighty (180) days prior written notice of intention to terminate. If such notice is given, this Agreement shall terminate: (a) at the end of such one hundred eighty (180) days; or (b) when all students enrolled in the Program at the time such notice is given have completed their respective courses of study under the Program, whichever event occurs last.
 12. **Applicable Law:** The validity, interpretation, performance, and enforcement of this Agreement and any Program Agreement shall be governed by the laws of the State of Texas.
 13. **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Program, the University hereby designates the Facility as a school official with a legitimate educational interest in the educational records of the Students who participate in the Program to the extent that access to the records are required by the Facility to carry out the Program. Facility agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.
 14. **Indemnification:** To the extent authorized under the constitution and laws of the State of Texas, Facility shall hold University harmless from liability resulting from Facility's acts or omissions within the terms of this Agreement provided, however, Facility shall not hold University harmless from any claims, demands, or causes of action arising in favor of any person or entity resulting directly or indirectly from negligence (whether sole, joint, concurring or otherwise) of University, its officers, agents, representatives, or employees, or any person or entity not subject to Facility's supervision or control

To the extent authorized under the constitution and laws of the State of Texas, University shall hold Facility harmless from liability resulting from University's acts or omissions within the terms of this Agreement provided, however, University shall not hold Facility harmless from any claims, demands, or causes of action arising in favor of any person or entity resulting directly or indirectly from negligence (whether sole, joint, concurring or otherwise) of Facility, its officers, agents, representatives, or employees, or any person or entity not subject to University's supervision or control.

15. **HIPAA.** The parties agree that:
- (a) the Facility is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Privacy Regulation”);
 - (b) to the extent that University students are participating in the Program and University faculty members are providing supervision at the Facility as part of the Program, such students and faculty members shall:
 - (1) be considered part of the Facility’s workforce for HIPAA compliance purposes in accordance with 42 CFR §164.103, but shall not be construed to be employees of the Facility;
 - (2) receive training by the Facility on, and subject to compliance with, all of Facility’s privacy policies adopted pursuant to the Regulations; and
 - (3) not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to which a student has access through Program participation or a faculty member has access through the provision of supervision at the Facility that has not first been de-identified as provided in 42 CFR §164.514(a);
 - (c) University will never access or request to access any Protected Health Information held or collected by or on behalf of the Facility that has not first been de-identified as provided in 42 CFR §164.514(a); and
 - (d) no services are being provided to the Facility by the University pursuant to this agreement and therefore this agreement does not create a “business associate” relationship as that term is defined in 42 CFR §160.103.
16. Consideration for this agreement consists of the mutual promises contained herein. No remuneration shall be exchanged between Facility and Student.

THE UNIVERSITY OF TEXAS AT ARLINGTON

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Andrew Hippisley, Ph.D.

Vice Provost for Academic Affairs

Date: _____

The University of Texas at Arlington
PROGRAM AGREEMENT
Baccalaureate/Graduate Nursing, Kinesiology

WHEREAS, The University of Texas at Arlington, on behalf of its College of Nursing and Health Innovation, ("University"), and

_____ ("Facility");
have previously executed an Affiliation Agreement effective on _____; and

WHEREAS, University and Facility desire to implement the provisions of such Affiliation Agreement by providing students enrolled in University's School of Nursing with educational experience utilizing the personnel, equipment, and facilities of Facility.

NOW THEREFORE, subject to the terms, conditions and provisions of such Affiliation Agreement, the parties agree as follows:

1. UNIVERSITY OBLIGATIONS:

- a. Assure that all students selected for participation in Program have satisfactorily completed all portions of the University curriculum that are a prerequisite for participation in the Program.
- b. Develop criteria for the evaluation of the performance of University students participating in the Program and provide those criteria, with appropriate reporting forms, to the Facility personnel and University personnel who are responsible for supervising those students.
- c. Assign grades to students participating in the Program on the basis of the performance evaluations submitted in the reporting forms.
- d. Inform all University students and personnel participating in the Program that they are required to comply with the rules and regulations of Facility while on premises of Facility and to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Facility.
- e. Provide information requested by Facility related to students participating in the Program unless prohibited by federal or state law.
- f. Remove a student from the Program when the Facility determines that the student has violated the rules and regulations of the Facility; has disclosed information that is confidential by law; or has engaged in conduct that disrupts the activities carried on by the Facility or threatens the safety of Facility personnel or patients.
- g. Students assigned to Facility for clinical learning experience will have appropriate malpractice liability insurance coverage and a certificate evidencing coverage will be made available upon request.
- h. Students assigned to clinical facility will meet program criteria on the basis of criminal background checks, drug screens, PPD and Hep B vaccines and immunizations.

2. FACILITY OBLIGATIONS:

- a. Assign appropriate space on Facility premises for offices, lectures, and other non-experience related activities of the Program.

- b. Provide the equipment, supplies, qualified personnel, and supervised access to patients or clients required for the experience related activities of the Program.
- c. Obtain and maintain all licenses required for Facility and assure that all Facility personnel are appropriately licensed.
- d. Assume sole responsibility for the quality of patient or client care.
- e. Provide orientation sessions to inform University students and personnel concerning the rules and regulations of Facility.
- f. Permit representatives of the accrediting entity for the school or division of University in which students participating in the Program are enrolled to have reasonable access to premises of Facility for purposes related to the accreditation process.
- g. Cooperate fully with University in matters related to academic performance and student conduct related to the Program experience.
- h. The educational experience for students in the Program will be an integral part of the services provided by Facility and students will be under the direct supervision of University personnel, Facility personnel, and/or preceptors who are licensed or otherwise qualified to perform such services.

3. GENERAL PROVISIONS:

- a. University students and personnel will be responsible for their own transportation, meals, and health care, to include any accidental injury, while participating in the Program.
- b. This Program Agreement and the Affiliation Agreement constitute the entire agreements between the parties with respect to the subject matter and no prior or contemporaneous agreement, written or oral, will be effective to vary the terms of those Agreements. No amendment to this Program Agreement shall be effective unless reduced to writing and signed by an authorized representative of each party.
- c. The Program and all related activities shall be conducted in a manner that does not discriminate against any person on a basis prohibited by applicable law, including but not limited to: race, color, national origin, religion, sex, age, veteran status, or disability.

THE UNIVERSITY OF TEXAS AT ARLINGTON

By: _____

Name: _____

Title: _____

Date: _____

By: _____

Andrew Hippisley, Ph.D.

Vice Provost for Academic Affairs

Date: _____



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: August 10, 2026

AGENDA ITEM: Consider Approval of Teachers of Tomorrow Memorandum of Understanding for the 2026-2027 school year.

PRESENTER: Kim Raymond, Deputy Superintendent

BACKGROUND INFORMATION:

- Teachers of Tomorrow is an Educator Preparation Program (EPP) that supports current and prospective educators pursuing alternative certification.
- The partnership would provide the district with access to candidate progress monitoring, allowing Human Resources and campus administrators to better support employees throughout the certification process and proactively address program requirements.
- The partnership includes discounted program tuition for Aledo ISD employees, making certification more accessible while strengthening our efforts to recruit, develop, and retain high-quality educators.

FISCAL INFORMATION:

None expected at this time.

ATTACHMENTS:

Teachers of Tomorrow Memorandum of Understanding

ADMINISTRATIVE RECOMMENDATION

The Administration recommends that the Board of Trustees approves the Teachers of Tomorrow Memorandum of Understanding for the 2026-2027 school year as presented.

TEACHERS*of*
TOMORROW

ALEDO ISD PARTNERSHIP MOU

July 13, 2026

Aledo ISD and Teachers of Tomorrow MOU

Purpose

This Memorandum of Understanding (“MOU”) is entered into between **Aledo Independent School District (“District”)** and **Teachers of Tomorrow (“TOT”)** to establish a collaborative (non-exclusive) partnership supporting District employees who are pursuing teacher certification through Teachers of Tomorrow (TOT), state exam support through The Learning Liaisons (TLL), and custom professional development for teachers and para educators through Simple K-12 (SK12).

The intent of this MOU is to outline shared communication practices, partnership benefits, and coordination efforts designed to support timely certification completion, increase awareness of available educator preparation pathways, and strengthen the District’s pipeline of certified educators. Again, this is not an exclusive agreement. Teachers of Tomorrow supports every uncertified teacher exploring and selecting the very best program and partner for him or her.

Data Sharing and Communication for Candidate Success

1. TOT and the District will share available data for the purpose of accurately identifying all TOT candidates who are currently employed with the District
2. TOT will provide the District with access to detailed dashboards that allow authorized District staff to monitor candidate progress across various stages of the certification process through the portal.
3. The District will provide TOT with an intended completion date or timeline for applicable employees to synchronize communication with candidates.
4. TOT will provide the District with real-time updates on candidates’ progress through the District Portal

Partnership Benefits

1. TOT PROGRAM DISCOUNT - A **\$250 discount** off the lowest advertised TOT program price for District referrals. The discount applies to candidates who are new enrollees or who transfer from another educator preparation program.
 - a. If the District exceeds **35 new referrals over a 12-month period**, the discount will increase to **\$350** for future referrals
 - b. If the District exceeds **55 referrals over a 12-month period**, the discount will increase to **\$500** for future referrals
2. THE LEARNING LIASIONS TEST PREPARATION - A dedicated landing page providing **50% off the standard monthly fee** for **The Learning Liaisons (TLL) test preparation** resources. Any Aledo ISD employee may access the discount through a link provided by TOT. Teachers are not required to be in a TOT program to use the district discount for TLL.
3. The District may purchase a 12-month site license for TLL test preparation for \$9,000 at any time during this agreement. A site license provides unlimited use of TLL for all Aledo ISD teachers.
4. SIMPLE K-12 CUSTOM PROFESSIONAL DEVELOPMENT – The District can request a product demo and access a one-month trial of Simple K12 (SK12) at no cost. If at any time during this agreement, the district would like to purchase Simple K12 for their entire staff, the district will receive a partner discount on a 12-month site license.

5. SWING EDUCATION DISCOUNT - Access to Teachers of Tomorrow's partner discount with Swing Education (sub and para staffing agency).
6. ACCESS TO THE LIST - To support recruitment efforts, the District may request a listing of candidates eligible for hiring consideration ("The List") at any time.
7. DISTRICT PORTAL - District Portal Credentials will be provided for HR team to allow easy visibility into employee progress and status in TOT's program. Account management team will provide portal demo to HR team upon request.
8. DISTRICT SUCCESS TEAM - Coordination support related to uncertified instructional staff including ongoing access to TOT's designated Account Management Team. District HR team will have an assigned Account Manager.

Collaborative Outreach and Awareness

To increase awareness of certification pathways available to District employees, TOT and The District may collaborate on outreach and informational efforts related to the partnership. With prior approval, such efforts may include:

1. Providing draft emails, flyers, cards, etc. that may be customized by Aledo ISD and shared with employees regarding TOT certification programs, partnership benefits, TLL, and SK12
2. Sharing informational announcements with eligible employees through internal communication channels.
3. Posting partnership information on District or campus social media platforms
4. Distribution of digital or printed informational materials, such as flyers and cards
5. Participation in District-approved events, information sessions, or career related communications

MOU Action Items and Timeline

1. Following the execution of this MOU by both parties, TOT will share marketing collateral, establish a regular cadence of communication, and align on next steps.
2. TOT will provide The District with a list of candidates identified as District employees. The District will review, confirm, and/or update employment information to support certification progress monitoring and on-going alignment.
3. The District will provide TOT with the expected timeline for completion of certification requirements for applicable employees.
4. The District agrees to permit TOT to use its name and logo on co-branded, employee-facing informational materials (flyers or digital resources) created for the purpose of communicating partnership benefits, including available discounts as requested.

Terms of Agreement and Termination:

1. The effective date of this MOU will be identified as the date of the final executing signature, and this MOU shall be reevaluated as needed for modification or termination. This MOU shall remain in effect for one year after signature execution.
2. Amendments will result in automatic revision of that portion of the agreement and will require written notification and agreement by all parties.
3. This agreement may be terminated at any time upon giving thirty (30) days written notice.
4. This agreement is free unless the district chooses to take advantage of site license discounts on TLL and/or SK12.

5. This agreement is not exclusive – TOT supports all candidates selecting programs that are best for them, and all districts in hiring teachers that meet their students’ needs best.

Signatures

ALEDO INDEPENDENT SCHOOL DISTRICT

TEACHERS OF TOMORROW, LLC

Printed Name and Title

Date

Printed Name and Title

Date

CONTACT

Charlotte Arnold
214-402-1940

Charlotte.Arnold@TeachersofTomorrow.org

TEACHERS *of*
TOMORROW



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: August 10, 2026

AGENDA ITEM: Consider Approval of Aledo Middle School Multi-Purpose Center Floor Replacement

PRESENTER: Caleb Bell, Chief Facilities and Construction Officer

BACKGROUND INFORMATION:

- Per Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.
- The Aledo Middle MPC Floor was water damaged in 2025. Facilities Subcontracted a small section to be replaced in June/July of 2025.
- The July 2025 repair began failing in Spring of 2026. Facilities removed a large section to identify the source of water causing the failure.
- The source of intrusion was identified and repaired late Spring 2026.
- Ponder flooring was contracted to remove all the wood that had water underneath it. Upon working across the width of the gym, it was discovered that the water had saturated the entire concrete slab under the entirety of the gym floor.
- The original repair quote was converted into a full floor replacement with the total cost reaching \$171,663

FISCAL INFORMATION: This will be funded out of the 2025-2026 General Fund.

ATTACHMENTS:

Ponder Company Inc. Original Quote
Ponder Company Inc. Change Order

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends the Board of Trustees approve the replacement of the AMS MPC gym floor for \$171,663.

PONDER COMPANY, INC.

1111 Digital Drive Ste 125***Richardson, TX 75081

PH--972-248-9001***FAX--972-248-9002

PROPOSAL/AGREEMENT

TO: Aledo ISD
Attn: Caleb Bell
1 Dean Drive
Aledo, TX 76008

Date: 11-Jun-26

JOB LOCATION: Middle School Gym

WE PROPOSE TO FURNISH THE FOLLOWING:

Materials and labor to tear out approx. 1,505 SF of subfloor, an approx. 2,100 SF of maple at an angle and haul off. If Ponder sees the damage is more extensive upon tearing out, we will stop and notify you before proceeding. Ponder will put back in the subfloor, nail in the new Robbins 25/32 x 2 1/4" XL+ 3rd grade maple. The entire floor will be sanded, sealed with two coats of oil based seal, stripe per existing, logo per existing, and finished with two layers of oil modified finish. Ponder will move bleachers and will put them back in place. Ponder will install a landing area at the door where the leak happened, and change the thresholds at the other landing areas to have caulking.

CONTRACT TO BE COMPLETED FOR THE SUM OF:

	See Below	Tax not included
Repair	\$28,865.00	
Sanding	\$12,433.00	
Logo/Lettering	\$3,600.00	
Handling Bleachers	\$3,000.00	
Landing Area	Included	
Total	\$47,898.00	Tax not included

Exclusions: Electrical supply at Aledo Middle School for sanders

(220 volt, 3 phase electricity with 2 each 40 amp breakers will be required), connecting and disconnecting pig tails for sander to electrical supply, clean up of areas other than floor themselves, protection of finished flooring, P&P Bonds (.94%), and any sales tax.

TERMS: Net 30 days.

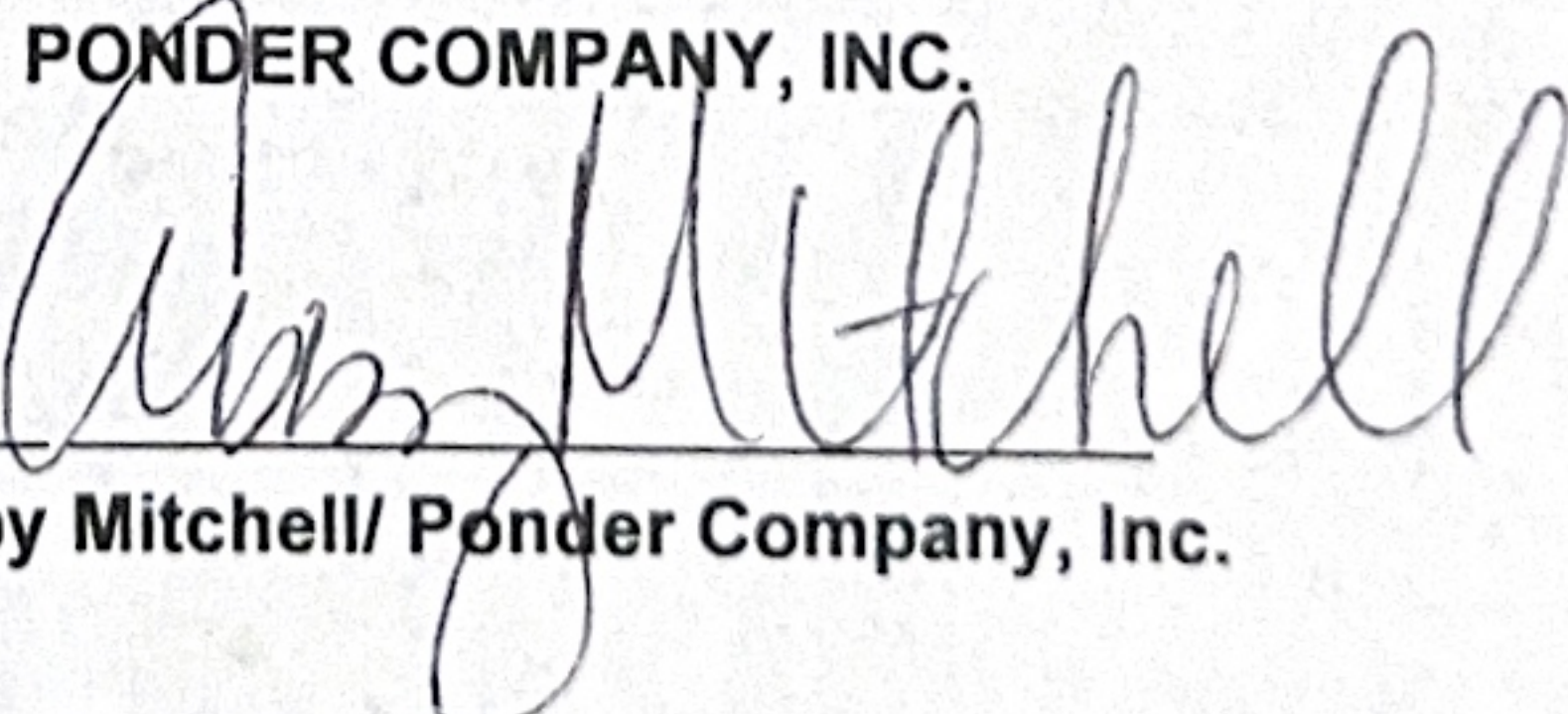
BuyBoard # 737-24

ACCEPTED BY:

TITLE: _____

DATE: _____

PONDER COMPANY, INC.

BY: 
Abby Mitchell/ Ponder Company, Inc.

- (1) This proposal is made for acceptance within 15 days and subject to conditions herein.
- (2) All payments due at Ponder Company, Inc. As shown on this address.
- (3) Failure to pay in accordance with terms contained herein will breach this contract and all work will cease.
- (4) All prices and agreements are contingent upon strikes, accidents, and other causes unavoidable or beyond our control.
- (5) Goods proven defective will be repaired/replaced, but no claims for damages incurred, or work, will be allowed.
- (6) It is agreed that no back charges of any nature will be made against Ponder Company, Inc.
- (7) Title of said materials shall not pass until cash payment in full is received by Ponder Company, Inc.

PONDER COMPANY INC
1111 DIGITAL DR STE 125
RICHARDSON, TX 75081-2077
(972) 248-9001
(972) 248-9002

Customer
ALEDO ISD
1008 BAILEY RANCH ROAD
ALEDO, TX 76008
RFC #81194-1

Job
ALEDO MIDDLE SCHOOL-WD 26-ALED
416 FM 1187
ALEDO, TX 76008

Description of Change:

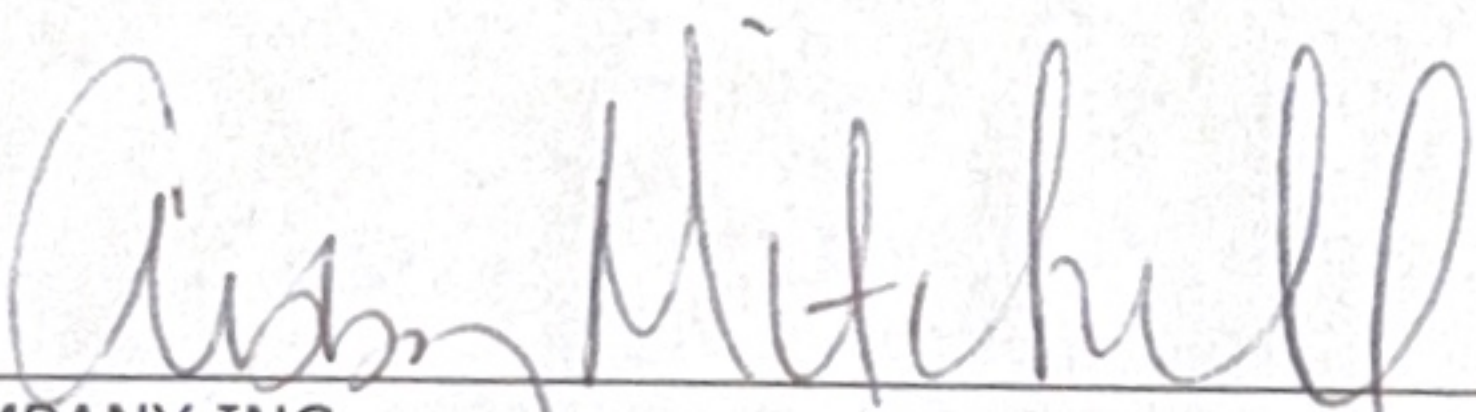
MATERIALS AND LABOT TO TEAR OUT AN ADDITIONAL APPROX 7,200 sf OF MAPLE AND SUBFLOORING. ALL WILL BE HAULED OFF AND DISPOSED OF. PONDER WILL THEN REPLACE ALL 15 MIL POLY, PAD, 2 LAYERS OF 1/2" PLYWOOD, AND MAPLE. THIS CHANGE DOES NOT INCLUDE SANDING OF THE FLOOR, GRAPHICS, MOVING OF THE BLEACHERS, THE LANDING AREAS AND TEAR OUT AND MATERIALS OF THE FIRST PRICE AS ALL THOSE ITEMS WERE INCLUDED.

PLESAE NOTE, PONDER TOOK THE FLOORING OUT ALL THE WAY ACROSS THE GYM AND WATER WAS STANDING UNDER THE FLOOR.

Above work is subject to the same conditions as specified in original contract unless otherwise stipulated.
You agree the sum of 123,765.00 will be added to the total contract price.

Original Contract:	47,898.00
Other Approved Change Orders:	0.00
Total Contract to Date:	47,898.00

This Change Order:	123,765.00
Total Contract Upon Approval:	171,663.00

Authorized Signature: 
PONDER COMPANY INC

Date: 7/13/2026

Authorized Signature: 
ALEDO ISD

Date: _____