



# ALDINE I.S.D.

## ADMINISTRATIVE POLICIES 2012-2013

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## SECTION ONE: ADMINISTRATION

### I. FINANCE

Please note: Refer to the Aldine ISD Financial Procedures Manual for updated and comprehensive information related to finance, budgeting, bookkeeping, federal state and special programs, benefits/risk-management, and finance related forms log in to the Aldine ISD ePortal.

Local Funds are allocated to each school on a pro rata for instructional purposes. The budget for each school is based on the peak Wednesday enrollment in October of each year.

#### A. Purchase Authorization - Any purchase made in the name of Aldine ISD must have pre-approval.

1. Requisitions may only be signed by principals, and authorized district administrators.
  - a. In the event that the principal or authorized district administrator will be out of the district and need to authorize someone else to sign requisitions in their absence, they should contact the assistant superintendent of finance or the director of accounting & business services.
  - b. No one may sign another person's name on a requisition.
2. Descriptions/Intent & Purpose on the requisition should clearly describe the purpose of each expenditure.
3. All expenditures must be necessary to accomplish the objectives of the project, and reasonable in cost (consistent with prudent business practice and comparable to current market value).
4. All expenditures must be allowable under the program statutes, regulations, and guidelines established by the funding source and local policy.
5. All purchases are to be made in Aldine ISD's name

#### B. Requisition Guidelines

1. Each expenditure requires a requisition with an approved vendor. It is necessary that the requisition have the vendor's name and address with an accurate description of materials or equipment, current product numbers and current pricing.
2. A requisition is required on all expenditures to determine the destination of these materials and to avoid duplicate payments.
3. A purchase order must be issued for each requisition.
4. Consult your campus or department bookkeeper/secretary for details on creating a requisition.

#### C. Purchasing Guidelines

1. A person who makes a purchase in the name of the school district without a purchase order will be personally liable for the payment.
2. Unless prior approval is obtained from the purchasing department, all merchandise purchased through use of a district purchase order is to be shipped to Central Receiving,

where receipt of the correct quantities ordered and the undamaged state of the merchandise is verified.

3. Central Receiving is responsible for timely delivery to the location and to the attention of the contact person specified on the requisition.

D. Flowers

1. Flowers sent for the death of an employee or parent, spouse, child of an employee or an illness requiring an employee an extended stay in the hospital may be paid from Principal's fund.
2. Individual or individuals at the campus must pay for sending flowers for all other occasions (i.e. secretary's day, bosses' night, birthdays).

E. Food

1. Each campus may spend up to \$30.00 per employee for food each school year. Employee refers to professional, paraprofessional and auxiliary staff (i.e. custodial and cafeteria on your campus).
2. Campuses may budget for food from the Principal's fund or Activity Fund (Pepsi Money). Campuses will not be allowed to exceed the allocated amount.
3. Use 6499.08 as the object code for all hospitality expenditures for employee meals/refreshments.
4. Use 6499.10 as the object code for vertical meeting meals/refreshments.
5. Use 6499.09 as the object code for working meals beyond the allowed \$30 per employee. Priority should be given to using the principal's fund.
6. When using special revenue funds for food, follow the guidelines for the special revenue fund. Refer to the Financial Procedures Manual, or contact the director of federal and state programs or the director of special programs.

F. Supplies/Equipment

1. Equipment taken from a school or department must be checked out and returned the following day unless the school's area superintendent or the assistant superintendent of finance approves other arrangements.
2. Equipment is to be labeled with the name of the school/department.
3. Items with a life of 3 or more years, and purchased with special revenue funds should be labeled with the fund source used to purchase the items.

G. Budgets

1. Budget plans are to be developed with input of stakeholders, including administrators, teachers, and parents.
2. Budget plans are to be included in the District Action Plan, and the Campus Action Plans.

## II. DISPOSING OF OLD EQUIPMENT

District employees are not to sell or give away old equipment that is no longer serviceable. All old, unusable, and/or unneeded equipment is to be returned to the warehouse. Send a property transfer ticket (2 copies) completely filled out to Central Receiving. Stolen equipment is not to be deleted from the inventory by building personnel. Send a property transfer ticket filled out completely to Accounting & Business Services, Fixed Assets Clerk and he/she will delete it. A police case number is required.

## III. MAIL

- A. School mail will be delivered daily to each school.
- B. U.S. Postal Service large quantity mailings can be metered through central mail room. Information concerning bulk mailings can be obtained by calling the U.S. Postal Service Bulk Mail Acceptance Unit at 713-226-3033.

## IV. BREAK-INS, VANDALISM, AND BURGLARY

- A. Report break-ins to Aldine Police Department (281) 442-4923.
- B. A written report is to be submitted to the deputy superintendent of operations which summarizes what occurred, when entry was made, and what was taken. When listing items that were stolen, show brand name, approximate value, etc. for replacement purposes. **This written report is to be made even if there is an alarm system and the Aldine Police have been notified and a report taken by them.**
- C. Report losses over \$5,000 to the director of risk management, (281) 985-6212.
- D. Report to the executive director of maintenance if there is broken glass, doors pulled off, etc., that will have to be repaired immediately so that these repairs can be made.
- E. If kitchen break-in and/or vandalism occurs, the executive director of child nutrition should be notified.
- F. If technology equipment is affected by break-in and/or vandalism, the executive director of technology services should be notified.
- G. **Theft or vandalism of any other equipment must be reported to the appropriate director or program director.**

## V. TELEPHONE TOLL CALLS

A log of all toll calls is to be kept by the individual school secretary which must include the city called, date, and phone number. **All long distance calls must be made using a code that is assigned to an individual employee.**

Long Distance Calls-It is against district policy to use your business phone line for personal long distance telephone calls. Each employee should make arrangements to have a personal cell phone or prepaid calling card for their personal long distance calls while on school premises.

**Employees or patrons are not to charge personal calls to the school number under any circumstances.**

Each toll call will be checked at the end of the month and the building principal will be responsible for calls made from his or her building. Any unauthorized long distance calls appearing on the individual building's call log will be charged to that building's agency fund account.

There has also been persistent abuse of dialing information to obtain telephone numbers. Each school and district location must have telephone books available to look up telephone numbers. These books must be placed in a convenient location for the use of employees and patrons. Employees or patrons are not to use information services (411 or operator assisted), automatic call-back, national information services, call-interruption, or other calls that have an associated charge.

Nextel direct-connect, cellular, and BlackBerry devices will be provided to specific employees as needed for district crisis management. New service must be approved in advance in writing by the employee's supervisor, the appropriate cabinet-level officer, deputy superintendent and the superintendent. The approval form is available for download on the Aldine website. The Nextel instrument is selected by Technology Services and paid for by the appropriate department or campus. The service is paid for by Technology Services.

## VI. RECORDS MANAGEMENT AND PUBLIC INFORMATION

### A. ACCESS TO RECORDS IN THE ALDINE PUBLIC SCHOOLS

The attitude of administration and staff concerning accessibility to student records in Aldine will be one of cooperation, objectivity, and openness.

Parents of students, legal guardians, and students who have attained the age of 18 and their spouses have access to records pertaining to the designated party. The above parties have the right to inspect and review any and all official records, files, and data directly related to their children; including all material that is incorporated into student's cumulative record folder and intended for school use or to be available to parties outside the school or school system and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement, attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

Parents will also have an opportunity to challenge the contents of school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Written consent must be given by the person with legal authority to do so specifying those individuals (district employees and otherwise) who may have access to information related to the HIV/AIDS status of an individual.

#### 1. Procedure for parents requesting access to records

Parents requesting access to the above information will fill out a request card. This is to be filed in the student's folder. Parents wishing to discuss student's records will have arrangements made for them to talk with a person capable of interpretation, i.e. counselor, school psychologist, etc.

Records are not to be released to anyone except parent, or student who has attained the age of 18. Except:

- a. teachers, counselors, etc. within the school.
- b. authorized representatives of the state such as TEA.
- c. other parties having a legitimate educational interest.

2. Procedure for parent's denial of access to records

Parents will be given the opportunity to deny access to their child's home address and telephone number by third parties other than authorized representatives of federal, state, and local agencies. An open records act form will be completed by parents/guardians upon enrollment in Aldine ISD. The form must be renewed at the beginning of each year that a student is enrolled in Aldine ISD, unless otherwise required by law. Parents/guardians may, at any time, request another form to change their student's open records status.

3. Procedure for third parties wanting access to educational records of students

Without written consent of the student's parent(s)/guardian(s), personally identifiable information in student records may be released only to the following third parties:

- a. School officials who have a legitimate educational interest.
- b. Officials of other schools or school districts in which the student seeks enrollment and a transfer of the records.
- c. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, or state or local educational authorities who require access to the records in connection with the audit and evaluation of federal or state educational programs.
- d. Personnel involved with the student's application for or receipt of financial aid.
- e. Accrediting organizations which require the information for accreditation purposes.
- f. Appropriate personnel who, in an emergency, must have the information in order to protect the health or safety of the student or other person.
- g. Other persons who are designated by subpoena to have access to the records.

A parent who has possessory conservator rights will not have access to the telephone numbers or addresses of the student, the student's managing conservator, or of any other location where the student may be located (ex: child care facility, babysitters, emergency contact).

B. PUBLIC INFORMATION

Requests for information governed by the Texas Public Information Act must be in writing and directed to the Superintendent of Schools. All information requested will be reproduced by district employees and made available within a reasonable time as specified by the district. The person(s) requesting a copy of a document will be charged the state approved fees for public information reproduction.

C. RECORDS MANAGEMENT PLAN

The records management plan for Aldine Independent School District will be to reduce the costs, to improve the efficiency of record keeping, to adequately protect the essential records of the school district, and to properly preserve those records of the school district that are of historical value.

Procedure:

1. Participate in a Records Management Service Cooperative Headquarters at Harris County Department of Education and direct them to manage the district's records according to the Texas Local Government Records Law.

Records management is a very important function of the school district. Records can be permanent, stored for a defined length of time, and/or destroyed. Records control schedules, which provide retention and disposition guidelines, are approved by the Texas State Library.

Each location should have *one* person designated to be responsible for the retention and disposition of records.

- a. Click here to access the [Records Control Schedules](#).
- b. Click here to view a brief video [presentation on Records Management](#).
- c. Records Management Program with Harris County Department of Education  
Due to the volume of records created, Aldine ISD has contracted with the HCDE Records Management Cooperative to assist with the district's records management program. HCDE stores, destroys and creates electronic copies of records.

- To have records *transferred* to HCDE STORAGE, complete:  
Records Center Transfer Form      Click here:      [Records Management](#)

- To have records *destroyed* by HCDE, complete:  
Records Destruction Certificate      Click here:      [Records Management](#)

Return of Files or Boxes From HCDE Storage:

- To have a stored file scanned and emailed to you, provide the barcode, a detailed description of the box's contents and specific file information to:  
[csd@hcde-texas.org](mailto:csd@hcde-texas.org)
- To have a box returned from storage, email the barcode and a detailed description of the box's contents to:      [csd@hcde-texas.org](mailto:csd@hcde-texas.org)

Cost:

Removing a file from a box	-	No charge
Replacing a file into a box	-	No charge
Faxing to school or district-	-	No charge
Delivery or pick-up	-	\$15.00 per hour

HCDE Contact Information:

Email:      [csd@hcde-texas.org](mailto:csd@hcde-texas.org)  
Telephone:      713-694-9022  
Fax:      713-694-9242

2. Organize staff inservice on records management with assistance from Harris County Department of Education.
3. Monitor district personnel in the correct labeling and use of records storage boxes.
4. Provide district department with up-to-date information concerning microfilming of records.

5. Develop material to be included in a policy and procedure manual.
6. Insure that the district department heads have a current up-to-date records retention schedule and any up-to-date information.

## VII. FOOD AND BEVERAGE ITEMS-SALE OR PROVIDING ACCESS TO STUDENTS

Providing access or selling food items to students that are not prepared in a health department-inspected facility is prohibited. Therefore, the sale of cakes, pies, cookies, etc., is illegal if they are prepared in homes.

All foods and beverages made available or sold to students must comply with federal and state laws and regulations stated in the Cafeteria Policies section. Controls are mandated to protect the health and safety of students, and to comply with HACCP code, Health Department and USDA/TDA regulations and to ensure the financial integrity of the Child Nutrition programs.

Any food sold to students and staff during normal serving periods must be prepared in the school kitchen unless approved by the executive director of child nutrition services.

Chili suppers, etc., are prohibited unless the entire meal is prepared in a health-inspected kitchen.

**Child Nutrition Services cannot be held accountable for any food items brought in without our knowledge.**

All school sponsored organizations using the kitchen, and making use of major or large equipment, must have a cafeteria employee on duty (Board Policy). The organization must submit a completed "REQUEST FOR USE OF SCHOOL KITCHEN FACILITIES AND EQUIPMENT" form at least ten (10) working days prior to the requested use date.

Any school organization or principal who needs food/service for special occasions should request items through the child nutrition services catering coordinator.

School organizations should contact the child nutrition services catering coordinator for prices and service available. A completed Special Event Order Form must be sent in to the child nutrition services office at least 10 working days in advance of the scheduled event.

To protect the health and safety of students and staff, all food must be prepared, held and served at appropriate temperatures. All health department food handling regulations and HACCP code must also be followed.

Administrators must make all club sponsors and parent groups aware of the federal, state and health department laws and regulations.

See Cafeteria Policies section for federal regulations relating to the sale of competitive foods, foods of minimal nutritional value, and USDA/TDA laws and regulations.

## VIII. PERSONAL USE OF DISTRICT VEHICLES; INFORMATION FOR RENTING VEHICLES; TRANSPORTATION OF STUDENTS

Directors and auxiliary employees who are required to drive a school owned vehicle to and from their residence may not use the vehicle for personal use.

Liability insurance for non-owned or leased/rented vehicles is included in the district's auto liability insurance coverage. If a vehicle is leased/rented by an employee for the purpose of district business, that person is covered under the district's policy for liability. The vehicle should be rented in the name of

Aldine ISD. All insurance options shall be declined. If additional insurance is taken during the leasing/rental process for any vehicle being used for district business, the person who has signed that lease/rental agreement will be responsible for the cost of the additional coverage. **The district will not reimburse additional insurance coverage for any lease/rental vehicle being used by an employee for district business.** Vehicles leased/rented for two weeks or more must be reported to the director of risk management.

No student will be transported by school personnel except by written and/or verbal request from the parent, legal guardian, or whoever has legal control of the student. Unless in a mass casualty situation, a student transported to a medical facility, should be accompanied by a staff member designated by the principal to remain until a parent/guardian arrives.

If an administrator determines that an ill/injured student must be transported home via a personal vehicle, it must be considered that the child's condition may change. Therefore, the following serves as a minimum guideline for this decision:

- No less than 2 staff members at all times with one designated to provide direct care to the student.
- Determine that EMS contact is available from the vehicle.

#### IX. ACCEPTABLE USE OF COMPUTERS AND NETWORKS

It is the desire of the school district to provide computer access to information of educational relevance and value to students and of instructional and administrative support to teachers, staff, and administrators. Use of the Internet and of other networks is particularly useful for educational research, access to instructional materials, and for scientific and educational information exchange. Such use is encouraged to enhance the school district's instructional objectives and for enrichment of the school district's curriculum. The information in which students, teachers, staff, and administrators are authorized to have access is only that information which is appropriate for use in an educational setting and at the age and grade appropriate level.

Use of school district computers is authorized only to further school district purposes. The school district does not authorize use of its computer resources for private purposes, including activities which are for profit or for recreation, or for access to information which promotes illegal or immoral activity or which is indecent or obscene. Rather, use of school district computers to gain access to such information is prohibited. Students using school district computers to gain such access will be disciplined under the Student Code of Conduct. Employees doing so commit job related misconduct and are subject to being discharged from employment for good cause, including but not limited to violating the standards of the profession. Persons who use school district computers for unauthorized purposes will have their computer privileges revoked or suspended.

Students, teachers, staff, and administrators having access to the Internet or to other networks may use school district computers for such access only in compliance with the following:

- A. Users will maintain the confidentiality of their personally identifiable information, including their name, home address, and home telephone number and will not release such information to unauthorized individuals;
- B. Users will maintain the confidentiality of their logon identifiers and passwords and will use only their assigned logon identifiers and passwords;
- C. Users will enter their assigned passwords each time access by password is required and will change passwords immediately when prompted to do so;



- D. Users will not gain access to, use, rename, erase, alter, or manipulate another person’s computer files, programs, or disks and will not introduce or propagate computer codes or passwords which hinder any other persons’ files, programs, software, or systems;
- E. Users will use school district computers only for educationally, instructionally, or administratively appropriate activities. Users will not use school district computers for private purposes or to gain access to indecent or obscene information or information which promotes illegal, unethical, or immoral activities; and,
- F. Users will not use the school district computers to transmit vulgar or sexually explicit language or to annoy, harass, stalk, or threaten other users.
- G. Permission must be obtained from the executive director of technology services and the deputy superintendent if your staff plans to post any information on a web site or web service other than the official Aldine Web Site.
- H. Aldine ISD will abide by the Children’s Internet Protection Act of 2001 (CIPA). Specifically, these criteria will be followed:
  - 1. Filtering will be provided for all Internet enabled computers used by students, patrons, and staff
  - 2. Filtering will be disabled only for bona fide research or other lawful purposes
  - 3. Online activities of minors will be monitored for appropriate use
  - 4. Safe and secure use by minors of direct electronic communications (including e-mail, chat rooms, and instant messaging) will be assured. All students will receive instruction on the safe use of the Internet, including safety precautions for e-mail, online chat, instant messaging, texting and other online behaviors.
  - 5. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.

**ALDINE INDEPENDENT SCHOOL DISTRICT  
INTERNET ACCEPTABLE USE GUIDELINES AND CONSENT FORM**

New technologies are changing the ways information may be accessed, communicated, and transferred. To take advantage of these technological advances, Aldine Independent School District (ISD) offers students access to the Internet. The Internet can be a valuable learning tool that allows people to interact with hundreds of thousands of computers and networks. Students will be able to explore libraries, databases, bulletin boards, and other resources, while exchanging messages with people all over the world.

Along with access to computers and people worldwide comes the availability of materials that may not be considered appropriate in the classroom. However, on a global network it is impossible to control all materials. Aldine ISD has a filter program designed to block access to inappropriate sites, but it is not foolproof. Ultimately, the school staff and parents/guardians of minors will establish and convey the standards that students should follow when using media and information sources. Aldine ISD supports and respects each family’s right to decide whether or not to allow their children to apply for access to the Internet.

**STUDENT INTERNET USE  
Rules and Responsibilities**

Students are responsible for good behavior on school computer networks just as they are in the classroom or on school property. Communications on the network are public in nature. General school rules for behavior and communications apply.

The Internet is provided for students to conduct research, use instructional materials, and communicate with others in relation to educational activities. Access to network services through teacher guidance is given to students at no charge who agree to act in a considerate and responsible manner. Parent permission is required. *Access is a privilege, not a right.* Therefore, based upon the acceptable use guidelines outlined in this document, the campus administrators will deem what is inappropriate use and their decisions will be final. The administration, faculty, and staff of Aldine ISD may deny, revoke, or suspend a student's access to the Internet.

Individual users of the Internet are responsible for their use of the network. The use of their account must be in support of education and research and must be consistent with academic expectations of Aldine ISD. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of U. S. or state regulations including copyrighted, threatening, or obscene materials is prohibited. Violating this agreement or the Aldine ISD Acceptable Use Guidelines may result in legal action including, but not limited to, criminal prosecution under appropriate state and federal laws. Commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities are strictly prohibited.

Aldine ISD will abide by the Children's Internet Protection Act of 2001 (CIPA). Specifically, these criteria will be followed:

1. Filtering will be provided for all Internet enabled computers used by students, patrons, and staff
2. Filtering will be disabled only for bona fide research or other lawful purposes
3. Online activities of minors will be monitored for appropriate use
4. Safe and secure use by minors of direct electronic communications (including e-mail, chat rooms, and instant messaging) will be assured
5. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.

### **EMPLOYEE INTERNET USE**

#### **Rules and Responsibilities**

In addition to student guidelines, the employees will:

- ◆ Train students in the proper use of the Internet.
- ◆ Convey to students expectations for appropriate use.
- ◆ Convey to students consequences for inappropriate use (inappropriate use consists of: off-task behavior, impolite or abusive language, accessing unapproved sites, sending materials or information without permission).
- ◆ Monitor student use to keep students on task and to maintain their focus.
- ◆ Supervise student use and intervene when necessary to assure the appropriateness of materials being accessed.
- ◆ Follow school procedures for preventing unauthorized use.
- ◆ Ensure that the student/parent agreement forms are on file.
- ◆ Use the Internet for educational or instructional purposes only.
- ◆ Abide by the Aldine *Acceptable Use Guidelines* and Board Policy while using the Aldine ISD networks.

**Violations of the above may result in disciplinary action and/or loss of access privileges.**

### **STUDENT AND EMPLOYEE INTERNET USE**

#### **Rules and Responsibilities**

The user is expected to abide by the following network rules:

- ◆ Be polite and use appropriate language. Do not send abusive messages using vulgarities or any other inappropriate language.
- ◆ Realize that electronic mail is not private. People who operate the system have access to all mail.
- ◆ Do not view or transmit materials that may be considered obscene. *Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges, and referral to administration for discipline.*
- ◆ Notify the staff member in charge immediately if inappropriate material is found.
- ◆ Do not use the network to reveal the personal address or phone number of yourself, your family or other students.
- ◆ Do not use the network in such a way that would disrupt the use of the network by other users.

- ◆ Do not move, delete, overwrite, or in any way destroy another user's data.
- ◆ Realize that any contamination, deletion, reconfiguration of data, or any action that disrupts system performance will be considered an act of vandalism.
- ◆ Passwords will be protected by the user at all times. Passwords must not be stored insecurely or shared. Passwords must be changed immediately when prompted to do so.

**Violation of any of the above rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.**

#### X. PUBLICATIONS OF STUDENT IMAGES OR WORK

The district is extremely proud of its schools and the students they serve. To this effect, the district utilizes many forms of media to showcase the accomplishments of students throughout the year. One form of media frequently utilized is the World Wide Web. In order to offer a degree of protection for students and their families, the following guidelines will be used when publishing student images or work on the district web site:

- A. A parent or guardian must grant written permission to allow his/her child's work to be posted.
- B. To post any image wherein the student's face is sufficiently large and clear to be easily identifiable, permission must be obtained from that student's parent or guardian. Posting images wherein the student's face is small or not easily identifiable (i.e. a large group of students) does not require parent permission.
- C. A parent may revoke or withdraw permission at any time by contacting the principal of the school and filling out a new parent permission form.

#### XI. SEXUAL HARASSMENT/SEXUAL ABUSE

It is the official policy of this school district that students and employees should be treated honorably and with respect at all times. Students and employees should conduct themselves in a manner which encourages and promotes positive, wholesome relationships with others. The Board of Trustees recognizes that all persons should be free from unwelcome, offensive, or otherwise inappropriate sexual advances and activity. Sexual advances, sexual remarks, or sexual conduct are not appropriate in an educational environment, and the Board of Trustees will not tolerate sexual harassment or sexual abuse of students or employees. If an administrator learns of inappropriate sexual behavior by either students or employees toward others and such behavior is school-related, the administrator will take appropriate action. Employees who sexually harass students or other employees are subject to appropriate disciplinary measures, including termination from employment. Employees who sexually abuse students will be terminated from employment. Under no circumstances will the alleged perpetrator be allowed to conduct the reporting conference or the investigation of the allegation or to be a reviewing official. Students who sexually harass or abuse employees or other students will be disciplined according to the school district's discipline management plan.

##### A. Notification of parents:

If an employee is alleged to have sexually harassed or sexually abused a student, the student's parent will be notified. If allegations of sexual abuse are made by students against students, the students' parents will be notified. If allegations of sexual harassment are made by students against students, the students' parents will be notified if the allegations are not minor.

##### B. Sexual harassment by employees:

Employees will not engage in any type of conduct that sexually harasses students or other employees, including applicants for employment. An employee who engages in any sexually oriented conversations, activities, contacts, or other conduct of a sexual nature with a student

commits sexual harassment of the student. Regardless of the student's age or the consent of either the student or the student's parent, employees are prohibited from dating or courting students. An employee who engages in unwelcome sexually oriented conversations, activities, or contacts with another employee commits sexual harassment of the employee if submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, if submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or if such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

C. Sexual harassment by students:

Students will not engage in any type of conduct that sexually harasses employees or other students. A student who engages in any unwanted or unwelcome sexually oriented conversations, activities, contacts, or other conduct of a sexual nature with an employee or another student commits sexual harassment of that person. Students are strongly discouraged from engaging in romantic relationships with employees, regardless of the consent of the employee or the student's parent.

D. Sexual abuse of students:

Employees will not engage in any type of conduct that sexually abuses students. Sexual abuse includes, but is not limited to, fondling, sexual assault, or sexual intercourse. In addition to being terminated from employment, any employee who sexually abuses a student will be reported to the appropriate law enforcement agency for criminal prosecution and to the Commissioner of Education for appropriate sanctions.

E. Complaint procedure for students:

A student or a student's parents who believe that the student has been or is being sexually harassed or sexually abused may present a complaint regarding the sexual harassment or sexual abuse by reporting the incident to the student's principal, the principal's designee, or the school's area superintendent (Title IX coordinator for students).

If a conference is requested with this reporting official, the conference will be conducted within ten (10) calendar days. If the reporting official is not the same gender as the student and the student will be attending the conference, another official of the same gender as the student will be designated to conduct the conference if the student or student's parent makes that request. At the conference, the official will notify the complainant bringing the complaint of the right to file a complaint directly with the Office of Civil Rights.

If a conference is not requested, the reporting official will conduct a prompt and thorough investigation of the allegations and will notify the complainant of the official's determination within ten (10) calendar days after receiving the complaint. If a conference is requested, the official's investigation will be conducted and the complainant notified of the official's determination within ten (10) school days after conducting the conference. The complainant will be notified if a delay in concluding the investigation is necessary.

After the reporting official notifies the student or parents of the determination, the official will forward to the appropriate area superintendent the official's complaint file, which will include the written complaint, other documents presented to the reporting official, and copies of all investigative notes or determination documents maintained by the official.

If the complainant is not satisfied with the official's determination, the complainant may appeal to the Superintendent of Schools within ten (10) calendar days after being notified of the reporting official's determination. The appeal must be in writing and signed by the complainant, must

clearly and specifically state the substance of the complaint, must state how the complainant requests that the complaint be resolved, must state the date that the complaint was made to the reporting official, and must identify the reporting official. Within ten (10) calendar days after receiving the appeal notice, the superintendent will conduct a conference with the student or parent if the appeal notice requests one. The superintendent will review the reporting official's complaint file. The superintendent's decision will be communicated to the complainant within ten (10) calendar days after receiving the appeal or conducting the conference, as may be appropriate, and will add the complainant's written appeal documents and the superintendent's investigative notes or determination documents to the contents of the reporting official's complaint file.

If the complainant is not satisfied with the superintendent's decision, the complainant may appeal to the Board of Trustees by delivering a written notice of appeal to the superintendent's office within ten (10) calendar days after the superintendent's decision is made. The appeal will be scheduled to be presented to the Board of Trustees and will be posted as an agenda item for the next available board meeting. The superintendent will add the notice of appeal to the complaint file and will deliver the file to the Board of Trustees for consideration during the complainant's presentation. The presentation will be scheduled to be made in executive session. After considering the complaint, the Board may exercise its discretion by questioning either the complainant or the administration, by directing the superintendent to place the matter on a future agenda, or by taking no action.

F. Complaint procedure for employees:

Employees who believe that they have been or are being sexually harassed or sexually abused by another employee will report the sexual harassment or sexual abuse pursuant to the district's policy regarding the presentment of grievances. In no case will persons who believe that they have been sexually harassed or sexually abused be required to report to the person who is alleged to have been the perpetrator of the harassment or abuse.

SECTION TWO: BUSINESS OFFICE

I. POLICIES RELATING TO SCHOOL ACCOUNTS

A. Agency Fund Accounts

1. The principal is responsible for the Agency funds in his/her school.
  - a. One person is to be designated by the principal to write receipts for money received in the office and handle all matters involving the Agency funds.
  - b. Each check requisition must be approved by the principal with an original signature stating clearly the reason for the expenditure and have the invoice or other sufficient information attached for inventory purposes. Any Agency fund requisition received without proper documentation attached will not be processed for payment.

B. Receipting Policies

1. All monies received by school personnel are to be receipted using the Aldine ISD issued pre-numbered receipts.
2. All monies are to be receipted and deposited as rapidly as accounting procedures permit.
3. Receipts and records must be kept as for fiscal year + 3 years.

C. Monthly Reports

1. Each school must make a monthly financial report to each sponsor of school organizations.
  - a. Each report is to indicate current balance.
  - b. Money is not to be arbitrarily transferred from one organization to another.

D. Audit Policies

1. Periodic audits are made by the Campus Consultant when there is a change in principalship or bookkeepers.

E. Petty Cash

1. Petty cash limit (**unless higher amount approved by Assistant Superintendent of Finance**):
  - a. Elementary Schools \$100.00
  - b. Junior High Schools \$200.00
  - c. Senior High Schools \$300.00

2. Expenditures are to be verified with receipts.
3. Checks are not to be cashed from petty cash. I.O.U.'s are disallowed from petty cash or any other agency fund.
4. Lunch loans are not to be made from petty cash.
5. Tax is not reimbursed if paid.

F. Checks

Copies of all checks within a deposit are to be maintained by the campus/department.

II. PAYROLL

A. Payment of Salaries

1. All personnel are paid semi-monthly on each 5th and 20th of the month.
  - a. If the 5th or 20th of any calendar month is on a weekend or holiday, payment will be made on the workday prior to the weekend or holiday.
2. Contract Personnel are paid over a period of 12 months.
  - a. Teachers contracted on a 10 month basis may receive pay on 10 month basis if a written request is in the Department of Human Resources not later than August 1.
  - b. Request for payment on a 10-month basis will remain on a 10-month basis until changed by the employee.

B. Principals' Payroll Reports

1. The Principals' report is a weekly report due in the payroll office each Monday through the school mail or hand delivered (Except: high school on Tuesday).  
**The principal must sign this report.**

- a. Symbols on the report are:

PD/SSL	Personal Day
ILL	Illness
FILL	Family illness
FDTH	Family death
JD	Jury duty
ML	Maternity leave
RSUB	Responding to subpoena
WC	Workman compensation
F L	Family leave
WKS	Workshop
SB	School business
MIL	Military leave
NS	No show
MED	Medical leave

- b. Leave forms are to be submitted with the Principal's Report.

- c. Leave Forms are approved or disapproved for pay by the principal. **DO NOT USE A SIGNATURE STAMP.**

C. Time and Attendance

1. Data is exported on a weekly basis. The time will be available for the timekeepers to edit until Wednesday morning of the following week. A complete exported list is provided on the Payroll website.
2. Employees are responsible to clock in and out daily.
3. Continue to complete the blue/green forms until further notice.
4. Continue to create the principal report until further notice.
5. Follow the Time Card Employees' Report if Time and attendance is not available at your location.

D. Time Card Employees' Report

1. Time card employees are paid on a twelve month basis (24 checks), unless written requests for pay reflecting a ten month work schedule is in the Human Resource office not later than August 1.
2. Cafeteria time cards are to be in the administration cafeteria office each Friday by 4:00 p.m., and are to be in the payroll office each Monday by 4:00 p.m.
3. Custodial time cards are to be in the payroll office each Monday by 4:00 p.m.
4. Maintenance cards are to be in the payroll office each Monday by 4:00 p.m.
5. Secretarial and clerical cards are to be in the payroll office each Monday via the school mail.
6. Each time card employee is responsible for signing in and out daily.
7. Reason for overtime is to be written on the back of the time card. Each time card is to be signed by both the employee and the employee's supervisor.
8. Substitutes pay, hourly, and adjustments are based on the Payroll Schedule which is available on the Payroll website and at the window of the Payroll department.

E. Overtime Compensation

1. When calculating overtime pay for district hourly employees, the workweek is defined as Sunday midnight through Saturday 11:59 p.m.
2. With respect to the calculation of overtime pay for employees who have two different hourly job assignments; the employee will receive an hourly blended overtime rate in accordance to FLSA 29 CFR 778.419.

F. Jury Service Pay

The Board approved the school policy which pays the full salary of persons required to serve on jury duty when submitted on an approval form signed by the bailiff. This is not



charged against the employee's leave accumulation. If an employee is released before the times listed below, they are expected to return to work after Jury duty. Also, if an employee is reporting to Jury duty after the times below they would be required to report to work in the morning.

9 <sup>th</sup> / High School	11:00 a.m.
Middle/Intermediate	12:30 a.m.
Elementary	11:30 a.m.
Office Staff	12:00 noon

G. Substitute Teachers' Payroll Report

1. Schedules of cut-off dates for paying substitutes are provided each year.

H. Payroll Deductions

1. Withholding tax is deducted from all earnings based on the employee's signed Form W-4 on file in the payroll office.
2. The employer has up to 30 days from the date the employer receives the amended Form W-4. It remains in effect until a new form is provided or until the IRS tells the employer to withhold on a different basis. Changes cannot be made in advance or anticipation of a change. (IRS Publication 15)
3. Travel pay and lump sum compensation time is not subject to teacher retirement.
4. Employee requested payroll deductions are made from each semi-monthly paycheck.
5. Direct deposit  
Beginning in July, 2010, all employees, including full time, part time, and substitutes may elect to receive pay by one of two methods: 1) Direct Deposit; or 2) Debit card (Depository bank account with a debit card). All pay will be electronically sent to either the employee's bank via direct deposit or added to the employees debit card account. Aldine ISD is not responsible for any lost or damaged Chase debit cards. Debit cards are administered by JP Morgan Chase Agency Services and it's the responsibility of the employee to contract the third party at 1-866-223-8778.

H. Stop Payment Requests of Payroll Checks

1. Stop payment requests must be in writing.
2. Requests will not be accepted before 10 working days subsequent to the date of issue.
3. Replacement checks will then be issued.

QUESTIONS REGARDING PAYROLL ARE TO BE DIRECTED TO THE PRINCIPAL OR APPROPRIATE SUPERVISOR FIRST.

- I. Reprint of W2 is \$10.00.

## SECTION THREE: HUMAN RESOURCES

### I. EMPLOYMENT

#### A. Application

The Human Resources Department accepts applications for all professional educators, teacher aides, secretarial and clerical applicants, as well as all substitute teachers. With the exception of professional and paraprofessional applications, applications for other positions will be sent to prospective applicants at their request or at the request of Aldine's current personnel or other interested persons. Requests for applications may be made in person, by letter or by phone. Applications can, also, be downloaded from the website. The professional and paraprofessional applications must be completed on line and submitted on line.

Application forms vary as to the type of assignment preferred. The usual personal data is requested as well as information concerning scholastic background and work experience. Three professional or work references are required. These are to indicate one's proficiency for the assignment preferred. Three other references must be given that will indicate the personality and character of the prospective employee. The applicant should be prepared to give exact names, addresses, including zip codes, and telephone numbers of the references. An e-mail address is required for each reference on the professional and the paraprofessional application. Relatives of the applicant should not be given as references.

#### B. Personal Interviews

Personal interviews are required of all applicants. The office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday, August through May and 7:00 a.m. to 5:30 p.m., Monday through Thursday, June through July. Applicants should call or write for an appointment in advance. Professional educators can schedule an interview on line in the "Prospective Employees" section of the website under "Interview Dates".

Certified and qualified applicants will be referred to the school and building principal where the vacancy exists. This allows the principal to participate in the selection of applicants and also affords the applicant with the opportunity to become acquainted with the particular assignment, the school, and the community. If such interviews are not possible, then a decision will be made in the Human Resources Department.

An Agreement-to-Contract will be offered a prospective employee until the Board of Education approves the employment of that individual. Upon such approval, a formal contract is given.

#### C. Equal Opportunity Employment

Aldine Independent School District does not discriminate against persons because of race, creed, national origin, age, sex, economic status or handicapping condition in employment, promotion, or educational programming.

Any employee, parent or student who has a complaint or grievance which cannot be resolved at the campus level through the principal may submit such a complaint or grievance in writing to the Superintendent of Schools at 14910 Aldine Westfield Road, Houston, Texas 77032-3099.

D. Employment procedures related to section 504 of the Rehabilitation Act of 1973

"no qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity..."

1. Employment by the Aldine Independent School District shall not exclude qualified persons based solely upon their handicapping condition.
2. Pre-employment inquiries are designed to establish qualifications for job placement and are not discriminatory to the handicapped individual.
3. The Aldine Independent School District's policies for employment, related to benefits, will be extended to all employees and not denied solely on the basis of a handicapping condition.
4. The Aldine Independent School District will make allowances to accommodate physical or mental limitations of a qualified handicapped applicant or employee.

II. RECORDS

A. No Child Left Behind Act

1. Highly Qualified Teacher

- a. All currently employed teachers teaching core academic subjects (English, reading/ language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) must meet the "highly qualified teacher" criteria, as established by the No Child Left Behind Act.
- b. All newly-hired teachers of core academic subjects must meet the "highly qualified teacher" criteria established by the No Child Left Behind Act.

2. Instructional Paraprofessionals

- a. All instructional paraprofessionals hired by the district must have a secondary school diploma or its recognized equivalent (GED) and meet one of the following qualifications:
  1. Have completed at least two years of study at an institution of higher education with 48 or more semester hours of course-work;
  2. Have obtained an associate's (or higher) degree; or
  3. Have met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment –
    - a. Knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
    - b. Knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

B. Degrees

Teachers who are applying for a teacher's position must have a bachelor degree from a college or university accredited with the Southern Association of Colleges and Schools or some accrediting agency of comparable rank. Official transcripts verifying bachelor and master degrees must be submitted to the Human Resources Department. Coursework from other colleges or junior colleges must be verified with official transcripts and also submitted to the Human Resources Department.

C. Certificates, Transcripts, and Deficiency Plans

Teachers are required to hold a valid Texas Teacher's Certificate issued by the State Board for Educator Certification. Certified teachers will be employed or assigned to fill vacancies in the subject areas in which they are certified, whenever possible.

If full certification is not held for a teaching assignment in a subject area not affected by No Child Left Behind, a temporary classroom assignment permit or an emergency teaching permit will be needed. A deficiency plan is necessary if full certification is lacking, or the teacher can take the appropriate certification exam and be certified by examination only. If the teacher chooses not to test for certification, he must contact a senior college or university with an approved teacher training program to acquire the deficiency plan and file it with the Human Resources Department.

A minimum of six semester hours or half of the deficiency plan hours for full certification must be completed to activate the permit for the second year. If this is not done, no permit can be obtained, and the teacher is not qualified to hold the position assigned. Official transcripts must be furnished to the Human Resources Department to validate the coursework. All requirements for a temporary classroom assignment permit must be met within two years. Requirements for the emergency permit must be completed within three years.

Because of No Child Left Behind, individuals without a teaching certificate may not be employed by the school district in a core academic subject; however, enrollment in an alternative certification program to obtain standard certification is acceptable. The teacher must be considered "highly qualified" and be recommended for a probationary teaching certificate by an alternative certification provider.

Alternative certification programs are usually completed within a calendar year; however, teachers not completing their program in a year may be eligible for a one- or two-year extension depending upon the program provider.

If a teacher is employed with a valid out-of-state teaching certificate, he is eligible for a one-year Texas teaching certificate. He must complete the legal requirements, including testing as set forth by the State Board for Educator Certification, by the end of the school year. When the application for the one-year certificate is made, a filing and evaluation fee of \$229 and a fingerprint fee are required. The employee must pay on line for these services.

All newly-hired instructional personnel shall obtain a grade appropriate ESL endorsement within two years of employment. Employees who fail to receive their ESL endorsement by the end of their second year of employment with Aldine ISD shall receive a non-renewal for the following school year.

Newly-hired instructional personnel who have worked for five of the past eight years in Texas as a teacher shall be granted one year to obtain a grade appropriate ESL

endorsement. These employees who fail to receive their ESL endorsement by the end of their first year of employment with Aldine ISD shall receive a non-renewal for the following school year.

All new instructional personnel who do not hold a valid ESL certification shall attend an ESL training academy.

Current instructional personnel are highly encouraged to obtain a grade appropriate ESL endorsement.

D. Testing Requirements

Teachers holding Texas life certificates and not teaching in a Texas public school classroom the previous school year are eligible to be employed on a non-renewable six-month permit. Successful performance on the appropriate TExES exam must be demonstrated at the first testing date available in order to continue teaching beyond that point.

Recent graduates of an education program of a Texas college who have not met the TExES testing requirements may be employed on a probationary teaching certificate if their teacher preparation program provides that option. The probationary certificate is only good for one year; therefore, testing requirements must be met before employment can be continued for the second year.

Out-of-state teachers holding valid out-of-state certificates may be employed on a one year temporary certificate. Subject area testing requirements, if necessary, must be met by the end of the year before employment can be continued for the second year. Professional development testing requirements may be extended for one calendar year from the date of the first time the professional development test was attempted. The cost of each TExES test is the responsibility of the employee.

Those teachers working on a permit under a deficiency plan must meet the testing requirement, the same as that of college graduates exiting an education program, before full certification in a subject area can be obtained.

E. Service Records and Audit Verification Cards

Upon employment, a service record on the required form, verifying all years of teaching experience, must be furnished. The "old" form provided by the state is acceptable for accounting of service through the years of 1969-70. The new expanded form must reflect the 1970-71 years and the following years of school service. These forms must be completed for all employees. Out-of-state experience must be approved by the Texas Education Agency.

F. Retirement

Membership in the Texas Teacher Retirement System is compulsory for all Aldine teachers. Deductions, as set forth by the Texas Teacher Retirement System, are made from the teacher's salary. The deduction for teacher retirement is 6.4 % of the total salary figure. This amount is divided by the number of pay periods and an equal amount deducted from each paycheck. It may be withdrawn from the Teacher Retirement System should the teacher resign from the profession prior to the age of retirement. The forms for withdrawal may be picked up from the payroll department at the Central Office. There is a delay of approximately ninety (90) days for the refund to be processed.

## G. Donation of Sick Leave

It is the desire of Aldine Independent School District to provide the opportunity for its employees to donate annually one of their locally earned sick leave days to other employees who are experiencing serious, prolonged illnesses or injuries which cause them to be unable to perform their assigned duties for an extended period of time and who have exhausted their available sick leave benefits. Full-time and part-time employees who participate in the school district's general sick leave program may either donate or receive sick leave days. An employee may donate only one day each school year. For purposes of this policy only and without regard to either the number of hours normally worked by the employee or the classification of the employee, a "day" shall mean that daily period of time normally worked by the employee. For purposes of this policy only, the school year shall be considered to be from July 1 through June 30. Donated days are not accumulated in reserve or carried forward from year to year. A donation cannot be withdrawn after it has been received.

Employees may apply to receive donated days only for personal illnesses or injuries and may not use the days for any other purposes. Employees may begin to receive donations on the **twenty-first** day of approved absence from assigned duties following the exhaustion of their general sick leave benefits and their paid vacation days, if any. Employees may receive a maximum of thirty (30) donated sick leave days in a school year. Employees may not receive donated days in advance of absences and may not hold a surplus of donated days. Once eligible to receive donations, an employee may apply for donations for subsequent illnesses or injuries occurring during the school year. Employees eligible for a personally funded disability insurance plan are not disqualified from receiving donations. Donations made to employees paid under the Workmen's Compensation Act will be administered according to the district's workmen's compensation policy. In no case shall recipients of sick leave donations be paid by the district more than the amount they would have received if they were not ill or injured. Employees will not receive donated sick leave days for any period of time that the employee normally would not have worked.

Employees eligible to receive donations may apply by submitting a completed application form to their principal or administrative supervisor. If the employee is incapacitated or otherwise unable to initiate the application process, a person identified on the employee's emergency information card may submit the application. Attached to the application form must be an attending physician's original statement which certifies that the nature and extent of the illness or injury cause the applicant to be unable to perform regularly assigned duties, and states both the date of the onset of the illness or injury and the anticipated date that the applicant will be able to return to work. The principal or administrative supervisor will review the application for completeness and will forward it to the assistant superintendent of finance for processing. The Superintendent of Schools may require the applicant to submit to a medical review by a second physician if it is warranted; this determination may be made at the sole discretion of the Superintendent; and, the medical review will be at the expense of the school district.

Employees may donate sick leave days by submitting donation forms to their principal or administrative supervisor. In order to make donations, the donors must specify the employees to whom the donations are to be made and must maintain personal sick leave balances of at least ten days of state or locally earned sick leave. Employees may donate to each other without regard to their full-time or part-time status. Each donor's sick leave balance will be reduced by one day, and each recipient shall receive one day of sick leave for each day donated to the recipient. Employees may make donations without regard to the recipient's work assignment or classification.

This sick leave donation program is available only for current employees and may be discontinued at any time without notice. The following persons are ineligible to participate in the program, either as donors or as recipients: persons whose employment with the school district is terminated; employees who are on approved leaves of absence for other than personal illness or injury; employees who are suspended without pay from assigned duties; and, students employed on either a part-time or a temporary basis.

This policy shall be effective for one school year, beginning on July 1, 2012 and ending on June 30, 2013 but is subject to re-adoption annually by motion and vote during any meeting of the Board of Trustees.

H. Withholding

The W-4 Form is completed through the Human Resources Department by the employee. If at any time there is to be a change, the payroll office should be notified immediately and a new form completed.

I. Personal Data Form

This form must be completed upon employment and updated when necessary. It should be completed or changed through the Human Resources Department any time a name, address, or phone number changes. If an employee wishes to open or close his personal data information to the public, the appropriate response (open or closed) must be completed on the personal data form.

J. Minimum Teaching Duties

Each teacher, including those who direct extracurricular activities, shall be assigned to teach a class for not less than four hours each school day.

K. Employee Benefits

Employee benefits are available to all TRS eligible employees who wish to participate. Initial enrollment should be made at the time of employment. Information about the medical plans available to the employee will be given each employee at the time of the completion of the paperwork necessary for employment. All premiums will be deducted via payroll. All insurance inquiries should be made to the insurance division located in the Human Resources Department at the M. B. "Sonny" Donaldson Aldine Meadows Complex.

L. Workers' Compensation

Workers' Compensation programs provide benefits to an employee who has been injured in an on-the-job accident; an employee who has been disabled by an occupational disease; or to the surviving wife/husband and children of an injured worker.

Benefits apply to injuries sustained by employees while they are acting in the course and scope of their employment. Workers' compensation benefits include reasonable / necessary medical expenses and income benefits. Income benefits are effective beginning the eighth day of time lost.

In case of an emergency, contact 911.

Injured employees are to report to the campus nurse. Building principals/department supervisors should be notified immediately. The First Report of Injury or Illness forms

must be signed by the principal or supervisor immediately following the accident and sent to the risk management department.

It is required that treating doctors be selected from the Alliance network of physicians.

Employees are to present temporary prescription cards to participating pharmacies. Prescription cards are issued by the campus nurse.

The Workers' Compensation Early Return to Work Program, ERTW, is designed for employees who have been released to return to work with temporary physical restrictions after having experienced an on the job injury or illness. By offering modified duty and allowing the injured employee to return to work, within the medical restrictions dictated by the treating physician, ERTW programs reduce the potential impact of injury on the workers' life as well as on the district's workers' compensation costs. Aldine ISD will make every reasonable effort to provide *temporary* suitable return to work opportunities for every employee who is unable to perform his/her regular duties following a work related injury/illness.

This may include temporarily modifying the employee's regular job or, if available, providing temporary alternate work depending on the employee's physical capabilities. Only work that is meaningful and productive will be considered. Modified duty assignments associated with ERTW are intended to fulfill a *temporary* need and shall be extended for a period of up to four (4) weeks. If an employee cannot return to regular duty within this timeframe, recovery shall be completed at home.

Having an ERTW program does not obligate Aldine to create unnecessary work or to return an injured worker if there is no appropriate productive work available. Aldine will make every reasonable effort to provide meaningful productive work that accommodates the injured workers' medical abilities.

A plan document is available for your review. Please contact the Director of Risk Management at 281-985-6212.

M. Auxiliary Employees

Teacher aides, clerical personnel, print shop personnel, technology personnel, and APD personnel will be employed through the Human Resources Department. Cafeteria, transportation, maintenance, custodial, and warehouse personnel will be employed through each of those departments.

N. InvesTex Credit Union

The InvesTex Credit Union offers a voluntary savings and checking plan. Payroll deductions may be made and deposited semi-monthly to the employee's account, if so desired. Beginning August 1, 2009, all employees must use direct deposit of all payroll checks through InvesTex or another approved banking institution.

O. Notification for Cancellation of a Certificate

The superintendent shall report to the Commissioner of Education the termination of a certified employee (including para-professionals) for reasons involving sexual or physical abuse of children; possession, distribution, or sale of illegal drugs; misappropriation of school property or funds; fraudulent or unauthorized use of certificate or permit to obtain a position or additional compensation; or commission of any crime occurring in whole or in part on school property or at a school sponsored event.



Aldine ISD requires the principal, director, or assistant superintendent to contact the superintendent when employees are charged or admit to certain serious acts. The superintendent needs to be advised of such a situation prior to a termination hearing or resignation.

The superintendent shall also notify the Commissioner of Education when a certified employee (including para-professionals) resigns and reasonable evidence exists which would support a recommendation by the superintendent to terminate the employee for one of the reasons stated above.

Before an employee's resignation which requires notice is accepted, the superintendent shall inform the individual in writing that a report will be made to the Commissioner of Education which may result in sanctions against the employee's certificate.

The superintendent shall notify the board of trustees prior to filing a report with the Commissioner of Education.

The Commissioner shall also be notified whenever the district is made aware that one of its certified employees has been convicted of any felony or misdemeanor involving any of the conditions listed above.

P. Criminal History Checks

Public Law H.B. 1498 (TEC21.917) requires that a criminal search be conducted on all applicants who become employees of the district. In order to ensure that the District has qualified teachers, support staff, administrators, and caring volunteers, the "continued employment process", as well as the "school volunteer process" includes a criminal history check of all prospective and current employees and volunteers. In accordance with Texas Education Code 22.083, the District may obtain criminal history record information that relates to a person the District intends to employ or a person who has indicated in writing, an intention to serve as a volunteer with the District, as well as to a person currently employed or serving as a volunteer. This administrative procedure outlines the District's expectations and guidelines regarding the criminal history checks for present and prospective District employees.

Conviction Defined

For the purposes of this policy, the word "conviction" shall mean a verdict by plea of guilty, or otherwise by plea of nolo contendere, upon judgment of a court (with a jury having been waived), without regard to subsequent disposition of the case or suspension of sentence, probation, deferred adjudication, or other disposition.

Moral Turpitude Defined

Moral turpitude includes but is not limited to dishonesty; fraud; deceit; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor; drug-or alcohol-related offenses; or acts considered abuse under the Texas Family Code.

Examples of offenses that involve moral turpitude include, but are not limited to:

1. Arson
2. Forgery
3. Public lewdness
4. Prostitution

5. Theft (in excess of \$500.00 in value)
6. Sexual offenses (various)
7. Swindling
8. Any crime involving assault or indecency with a child.

#### Deferred Adjudication Defined

The legal process of resolving a dispute. The formal giving or pronouncing a judgment or decree in a court proceeding; also the judgment or decision given. The entry of a decree by a court in respect to the parties in a case. Delay; put off; remand; postpone to a future time.

#### Nolo contendere defined

“I will not contest”. Do not wish to contend a plea in a criminal prosecution that subjects the defendant to conviction, but does not admit guilt or preclude denying the charges in another proceeding.

#### Current District Employees

Annually on date of birth, and as required by State law, the Human Resources Department will obtain criminal history record information that relates to all persons employed by the AISD. The following guidelines are applicable to current employee criminal history checks:

- AISD will obtain information regarding crimes, but will not use any information unless the information demonstrates the employee: (1) failed to disclose on employment application any conviction, probation or deferred adjudication not protected by an order of non-disclosure; (2) committed a crime involving moral turpitude; or (3) committed violence toward a person or injury or indecency with a child, or conspiracy. This policy would apply whether the above offenses were committed before or after employment. They would still be grounds for immediate termination.
  - An employee who did not disclose a prior criminal history when requested at the time of employment and whose records are not protected by an order of non-disclosure may be recommended for termination.
  - An employee who did not have a criminal history at the time of employment application and was involved in an incident that resulted in criminal history after employment in AISD will be reviewed on a “case by case basis” and disciplinary action up to and including termination may result.
  - District employees must notify the Superintendent in writing, within three days, if they are arrested for, charged with, convicted of, granted deferred adjudication for, or if they have entered a plea of *nolo contendere* to any felony or misdemeanor involving moral turpitude. Failure to make such notification will constitute grounds for termination.
1. A district employee placed on *deferred adjudication* may be recommended for termination based upon the underlying facts that led to the deferred adjudication. For the purpose of a termination hearing, the facts to which the employee pleaded in order to obtain deferred adjudication will presume to exist and be correct.
  2. The District may suspend or terminate any employee convicted of a felony or misdemeanor if the crime directly relates to their fitness for duty, their job duties and responsibilities or adversely affects their job effectiveness or the mission of the school district.

3. District employees under felony indictment may be reassigned, placed on administrative leave with or without pay, or recommended for suspension with or without pay pending adjudication of their cases.
- The Aldine ISD will report to the State Board for Educator Certification (SBEC) any known criminal record of employees who hold certification and will complete the investigation of an educator who engaged in sexual misconduct with a student even if the educator resigns before the completion of the investigation.

### Volunteers

Staff and student safety is of vital importance to Aldine Independent School District and its Board of Trustees. The District will obtain criminal history records of any volunteers including mentors and tutors, who intend to volunteer with the District. A criminal history check must be completed prior to any person volunteering in the following:

- a. one-on-one tutoring/practice sessions/programs with individual students;
- b. tutoring and/or mentoring programs for extended periods of time;
- c. programs which create or develop one-on-one relationships or prolonged relationships with small groups of students; or
- d. supervisory and/or chaperone activities involving groups of students for extended periods of time. (ex: field trips)

Any person who has been convicted of or received either probation or deferred adjudication for any felony or misdemeanor involving moral turpitude will not be eligible to serve as a volunteer. However, if a background check prevents approval, the applicant may meet with an appeals committee comprised of the principal, area superintendent, and the assistant superintendent of administration.

Volunteers are to complete and electronically sign the criminal background check authorization form and process found under the volunteer link on the Aldine website home page. Volunteers are then to contact the requested campuses for the status of their request to volunteer.

- All elementary campuses will complete a criminal history check on any volunteers by swiping their I.D. through the “Raptor” system, which will list any felony warrants and sex offenses.
  1. Any individual who fails or refuses to grant authorization for the District to conduct a criminal history check will not be eligible for volunteering. All prospective volunteers, including previously approved volunteers, will complete and sign the Criminal History Background Check form for the present school year in order to become an eligible volunteer.
  2. No individual charged with a misdemeanor involving moral turpitude or a felony will be eligible for volunteering.
  3. The District may allow individuals with non-moral turpitude felonies or non-moral turpitude misdemeanors to serve as volunteers. After a case-by-case review of the applicant’s circumstances, including the nature of the offense, the applicant’s post-conviction history, and the number of years since the conviction, the District at its discretion may allow individuals to serve as volunteers. The Superintendent or his/ her

designee will consult with other administrators before making the final decision.

4. Volunteers will notify the campus principal in writing within three days if they are arrested for, charged with, convicted of, granted deferred adjudication for or if they have entered a plea of *nolo contendere* to any misdemeanor involving moral turpitude or felony. Volunteers will not be allowed to perform any volunteer duties until a written report has been made and the Assistant Superintendent of Administration has issued a written approval to continue with volunteering. Failure to make such notification will constitute grounds for termination of services.
5. Volunteers under felony indictment will be removed from volunteering pending adjudication of their cases.

Questions regarding the Employee Section of this procedure should be addressed to the Deputy Superintendent, 15010 Aldine Westfield Road, Houston, Texas 77032/281-985-6204 or 281-985-6315. Questions regarding the Volunteer Section of this procedure should be addressed to the Assistant Superintendent of Community and Governmental Relations, 14910 Aldine Westfield Road, Houston, Texas 77032/281-985-6202.

#### Criminal Record Review

A current employee who has a criminal record that would preclude him/her from continuing employment with the District using the criteria contained in this policy may appeal to the criminal record review committee made up of district personnel as designated by the Superintendent. The Deputy Superintendent will serve as chair of the committee. The decision of the criminal record review committee is final.

The criminal record review committee shall assess the records of employees found to have committed crimes. The committee shall use the guidelines set out in this policy concerning criminal records checks to determine if an employee shall be recommended for termination and/or terminated based on his or her criminal record.

#### Required Notification by Employee

All employees, regardless of certification shall report an arrest for any felony or any offense involving moral turpitude to the Superintendent or his/her designee within three calendar days of the arrest. An employee, who is convicted of or, as defined in this policy, receives deferred adjudication or probation for such an offense must also report in writing to the Superintendent or designee, within three calendar days of the event. Failure to report shall be considered job-related misconduct.

#### Confidentiality

Criminal history information is privileged and for the use of the District, the Texas Education Agency, and the State Board for Educator Certification only. No District employee shall disclose such information to a person other than the person who is the subject of the information, or other approved district personnel, under penalty of law and/or possible discharge. The District shall report to the State Board for Educator Certification any known criminal record of employees who hold certification.

### Applicants

The District reserves the right to terminate any employee or decline to employ an applicant if the person fails to disclose any criminal conviction or misrepresents information regarding any such conviction on an employment application.

Criminal record checks shall be conducted in accordance with procedures outlined in the administrative regulations concerning criminal history records checks.

Information obtained in this manner shall be used only to evaluate an individual who, in the sole opinion of the District, is a finalist for employment and may be offered a position. The District shall not issue to any applicant a written contract of employment until it has obtained and reviewed a DPS/FBI criminal history record.

#### Q. Drug Free Workplace Commitment

Aldine Independent School District is committed to providing its employees with a working environment that is free from the problems associated with the use and abuse of illegal substances. Non-compliance with the following statements will carry serious penalties:

- Any employee using, selling, possessing, distributing, transferring, or manufacturing illegal substances in any setting and at any time will be in violation of Aldine Independent School District's employment policy and faces swift and severe disciplinary action and probable dismissal.
- Any employee convicted of a controlled substance violation or pleading guilty or nolo contendere to charges of such a violation must inform Aldine Independent School District within five (5) days of such a conviction or plea. Failure to do so will result in disciplinary action which may include termination from employment for a first offense.
- Employees needing assistance related to drug or alcohol abuse may contact an area Alcoholics Anonymous, Palmer Drug Abuse Program, or another program of their choice.

#### R. Direct Deposit

Employees hired after August 1, 2009 are required to have direct deposit to the institution of the employee's choice. Information and the correct form may be obtained in the Payroll Department or the Human Resources Department at the Donaldson Aldine Meadows Complex.

### III. CONTRACTS AND SALARY POLICIES

#### A. Employee Recommendations and Contracts

Recommendations for re-employment or renewal of contract shall be made in accordance with the policies determined by the Board of Education as mandated by the Texas Education Code, Section 21, as amended in 1995. (School Board Policies: Section 3000, pp. 3015-3054.)

#### B. Resignations and Releases from Contract

A written request to be released from employment with the district shall be filed with the Superintendent at least thirty (30) days prior to the effective date of request. Under

extenuating circumstances, the time element may be waived. After the contract for the coming school year has been signed, an employee may resign from that contract up to 45 days prior to the first day of instruction. At the time of release, credentials should be requested, in writing, from the Human Resources Department. An exit interview is held with the Executive Director of Human Resources, if at all possible.

### C. Leave of Absence

**Temporary Disability Leave of Absence** - An employee may choose to take a temporary disability leave of absence for pregnancy or medical reasons. Requests for a temporary disability leave must be accompanied by a doctor's affidavit confirming the employee's inability to work and indicating the beginning and ending dates of the leave. When the employee is ready to return to work, a thirty (30) day notice must be provided. The notice must be accompanied by a physician's statement indicating the employee's fitness to return to work. The employee will be assigned to a position, if one is available, in an area the employee is certified to hold.

**Family and Medical Leave** - An employee who has worked for the school district at least 1,250 hours during the previous twelve (12) month period may take an unpaid family or medical leave of absence for a total of twelve (12) work weeks during any twelve (12) month period.

An employee taking medical leave under the Family and Medical Leave Act may retain his standing with the group insurance policies upon continued payment of premiums through the insurance office. This may be granted at the discretion of the Superintendent and the Board of Education and is an effort to protect against the loss of hospitalization benefits when most needed.

**Maternity Leave of Absence** - An employee may choose to take a maternity leave of absence without sick leave benefits for a period of time not to exceed a full year.

Requests for maternity leave of absence shall be made to the Superintendent of Schools. Requests should state the date requested by the employee for the leave to begin and the probable date of return.

Upon returning to active duty, the employee will be assigned to the school where the employee formerly worked, subject to the availability of an appropriate position. The employee shall be placed on active duty no later than the beginning of the school year following the conclusion of the leave of absence.

**Military Leave** - Where short periods of military training or duty cannot be scheduled to coincide with vacation time or during the summer periods, the employee shall be entitled to a paid leave of absence from his or her respective duties without loss of time, efficiency rating, vacation time, personal time, sick leave, or salary on all days during which they shall be engaged in authorized training or duty ordered or authorized by proper authority, not to exceed fifteen (15) workdays in any one federal fiscal year.

**Sabbatical Leave without pay** may be granted to a contract employee who has not had a sabbatical leave during the five years immediately preceding the request. It shall not exceed one year. The employee shall be restored to his former position or one of comparable status upon return.

**Jury Duty** - Full pay will be received by an employee called to jury duty. Sick or emergency leave will not be affected. Criteria for determining a permissible leave of absence for a part-time employee will be the same as the policies pertaining to all other employees of the district.

D. Transfer Procedures

Contract employees are subject to transfer from position to position at the discretion of the Superintendent. When transfers are to be made, a conference of all employees concerned shall be held. All reasons for the transfer shall be reviewed and the disposition shall be in writing by the Human Resources Department to all parties involved. When employees are to be transferred, consideration shall be given to the length of time and the quality of service which has been given the district. Consideration shall be given to requests for transfer of teachers originating either with the teacher or principal.

A teacher may initiate the transfer process if he or she chooses to teach in another building. The transfer form may be obtained from the principal, school office, district website, or the Human Resources Department. To apply for a transfer, a teacher must complete the transfer form and submit it to his building principal. The principal signs the form and submits the form to the Human Resources Department. Interviews are arranged with principals of the schools requested by the teacher.

E. Initial Compensation Placement Table for Teachers

An initial compensation placement table shall be furnished to each principal each year.

IV. SUBSTITUTES

A. Selection and List

Those wishing to substitute should have at least sixty (60) hours of college work or a recommendation from a building principal. Applicants who do not have a teaching certificate, a degree, or 60 college hours will not be approved to perform substitute duties in schools whose administrators have not recommended them. A completed application, college transcripts, references, and an interview with the Director of Human Resources, and attendance at the substitute inservice are required before being placed on the substitute list. Emergency substitutes must have a high school diploma or a GED. A list of non-degree substitutes will be kept for audit purposes. The latter are to be used in the case of an emergency when regular substitutes are not available.

B. Salary Schedule for Substitutes

Substitutes will be paid according to the adopted salary schedule. The principal is responsible for submitting the names of those who have substituted for absent staff members the previous week. This is done on the weekly principal's report.

C. Clerical Substitutes

Substitutes for clerical personnel must be approved in advance by the Assistant Superintendent of Human Resources. Principals may employ substitutes for clerical personnel without prior approval and have the cost of the substitutes deducted from their agency fund.

D. In-School Substitutes

It is permissible for a principal of a secondary school to use his own teachers as substitutes when it is impossible to secure a regular substitute.

V. INCENTIVE PROGRAMS

A. Incentive for Recruiting Teachers

An incentive for recruiting teachers will be paid to current Aldine employees. (Human Resources employees will not be eligible) To be eligible to receive the supplement, employees must adhere to the following guidelines:

1. Beginning or experienced applicants must be able to teach in the fields of elementary education, mathematics, science, foreign language, English, reading, social studies, speech therapy, special education, bilingual education, or vocational auto mechanics, electronics, and drafting. They must interview with building principals, be employed by the district and teach for one full calendar year.
2. The applicant must complete the Recruitment Survey, which is part of the application, naming the Aldine employee who recruited them. The form should be completed at the time the application is submitted or at the time of employment. Aldine employees will be notified in writing upon receipt of a recruiting survey form naming them as the recruiter.
3. Recruited applicants must interview with building principals and be employed by the district.
4. Recruited applicants must teach with the district for one full calendar year before the recruitment incentive will be paid to the recruiting Aldine staff member. Payments will be made in January or June.
5. Recruiting Aldine employees must be employed in the district at the time payment of the recruitment incentive is paid.
6. Transportation, food service, custodial, maintenance, central receiving, clerical, teacher aide, teacher, nurse, librarian, speech therapist, occupational and physical therapist, psychologist, counselor, diagnostician, consultant and assistant principal employees will be eligible for the recruitment incentive.
7. Incentive will be divided into the following categories:

Category I	Critical Need Area	\$500.00
Category II	All other subject areas	\$300.00

VI. OVERTIME COMPENSATION

Individuals who are employed in other than executive, administrative, or professional positions may not work more than forty (40) hours in any work week without the prior approval of their administrative supervisor. Administrative supervisors shall maintain auditable records of each employee's authorized overtime. Compensation is at the rate of one and one-half hours for each hour worked in excess of forty (40) hours per week.

Overtime earned in the transportation, maintenance, buildings and construction, and police departments may be compensated in money rather than in time if the department's budget has an unencumbered balance available for that line item. Unless specifically approved in writing by the deputy, assistant, or area superintendent with budgetary responsibility, compensation for overtime in all other departments shall be in time off ("comp time"). Employees whose absence is due to personal illness shall not use comp time as a substitute for sick leave.



## SECTION FOUR: PURCHASING

### I. PURCHASING POLICIES

- A. All requisitions for purchasing any items will be sent to the purchasing department for appropriate processing. Each requisition must include principal's or authorized supervisor's signature and fund code.
- B. Custodial Supplies: These items are ordered on a monthly basis by the head custodian. Fill-in orders are accepted in between. All custodial requisitions must be approved by the director of buildings and properties and are then charged to Buildings and Properties budget. Green custodial requisitions should be sent to the director of buildings and properties.

### II. SUPPLIES (STOCK ITEMS)

- A. The school district maintains a warehouse of some supplies that provide a savings to schools. This inventory includes some teaching supplies, office supplies, paper goods, and a variety of printer cartridges.
- B. To order stock supplies create an SRQ (Stock Requisition) in AMS Advantage and send the original stock requisition to either the Special Programs Dept. or Campus Consultants office for budget approval. The order will then be sent to Central Receiving for processing. Each requisition must include the principal's or authorized supervisor's signature and fund code.
- C. Returns to stock: Warehouse supplies ordered in error or not needed may be returned to the warehouse for credit. Merchandise must be unused and in its original packaging, and must have been ordered within the current school year. Previous year returns will not be credited. A return authorization form must be completed and attached to the carton(s) of merchandise. A copy of this authorization will be returned to the school.
- D. Obsolete or Unusable Equipment: A property transfer ticket is to be filled out for all unusable furniture and equipment. The description must include the tag number of each item. Central Receiving personnel will pick-up and dispose of all items through an auction firm or will transfer the items to another school or will destroy the items. State law prohibits giving away these items to a student, employee, or to the community.

### III. BUILDING SECURITY

#### A. Campus Monitor

Each principal is responsible for his respective building. If a campus monitor is assigned to a building, the principal will supervise the monitor.

#### B. Parking Lot Monitors

Each principal assigned a parking lot monitor is responsible for the supervision of that monitor.

#### C. Alarm System

In schools that have alarm systems the principal is to work with the director of safe & secure schools and all requests for service are to be made to this office.

D. Alarm Systems

All campuses are equipped with alarm systems monitored by the district. The principal is to work with the Safe and Secure Schools department to properly assign security codes to necessary personnel, conduct security alarm checks weekly, and notify this department if the system is not working properly.

E. Security Camera Systems

All campuses are equipped with video surveillance equipment. The principal is to work with the Safe and Secure Schools department in maintaining the equipment and reporting problems with the equipment. The principal should designate one to two people who are to be trained in the proper use of the video surveillance equipment.

## SECTION FIVE: SPECIAL CURRICULUM PROGRAMS

### I. SELECTION POLICY (LIBRARY MEDIA CENTER)

#### A. Statement of Policy

The policy of Aldine Independent School District is to provide a wide range of library media on all levels of difficulty, with diversity of appeal and with the presentation of different points of view to meet the needs of students and teachers. This policy allows for the review of allegedly inappropriate library media through established procedures.

#### B. Objectives of Selection

1. The primary objective of the Library Media Center is to support, enrich and assist in the implementation of the educational program of the school.

2. To this end, the following selection objectives are affirmed:

- a. To provide materials that will enrich and support the curriculum and recreational needs of the users, taking into consideration their varied interests, abilities, and learning styles;
- b. To provide materials that present various sides of controversial issues so that users may develop, under guidance, the practice of critical analysis;
- c. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;
- d. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users;
- e. To provide a background of information that will enable users to make intelligent judgments in their daily lives.

#### C. Responsibility for Selection

Although the Aldine Independent School District Board of Trustees is legally responsible for the operation of the school, the responsibility for the selection of instructional materials is delegated to the certified information literacy specialists.

#### D. Criteria for Selection

1. Library media shall support and be consistent with the general educational goals of the State of Texas and Aldine Independent School District. Guidelines for the evaluation and selection of library media include:

- a. Relevance to today's world
- b. Presentation
- c. Physical format
- d. Educational significance
- e. Readability
- f. Authenticity
- g. Artistic quality

- h. Factual content
- i. Stimulus to creativity
- j. Literary qualities

E. Procedures for Selection of Materials

1. In selecting materials for school library media programs, the certified information literacy specialist will evaluate the existing collection, assess curricula needs, examine materials, and consult reputable, professionally prepared selection tools.
2. Selection tools may include:
  - a. *Association for Library Service to Children: Children's Notable Lists*
  - b. *Book Links*
  - c. *Booklist*
  - d. *Bulletin of the Center for Children's Books*
  - e. *Children's Catalog*
  - f. *Críticas*
  - g. *Horn Book*
  - h. *Middle and Junior High School Library Catalog*
  - i. *Kirkus Reviews*
  - j. *Library Media Collection Magazine*
  - k. *Media and Methods*
  - l. *Reference Books for School Libraries*
  - m. *Senior High School Library Catalog*
  - n. *School Library Journal/Library Journal*
3. Teachers, students, program directors, directors, administrators, and community members may recommend library media for acquisition.
4. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
5. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

F. Intellectual Freedom Statement

The Library Media Centers of the Aldine Independent School District subscribe in full to the principles set forth in the *Library Bill of Rights* of the American Library Association, the *Students' Right to Read* of the National Council of Teachers of English, and interpretative statements adopted thereto.

G. Procedure for Reconsideration of Materials

1. The complainant should be informed that before any further action can be taken, he or she must put his objections in writing using the form "Request for Reconsideration of Instructional Materials" (see page 5-4), which is adapted from the American Library Association and the National Council of Teachers of English approved form.
2. The material in question will remain on the library shelf until the complainant returns the completed form. If the form is received, the material is taken off the shelf until the Review Committee has made a decision.

3. Once the form is returned, the principal appoints a Review Committee. The committee is comprised of an administrator, the information literacy specialist, two teachers in the subject area and two parent representatives. The Review Committee members are provided with copies of the form giving the objections to the material. They preview or read and discuss the material and report to the principal their recommendation and reasons for:
  - a. Returning the material to the shelf for regular circulation
  - b. Putting the material on restricted circulation
  - c. Placing the material in the professional collection
  - d. Discarding the material
4. The report is sent to the appropriate area superintendent and the program director of library media services.
5. The results of the committee's investigation are reported to the person who made the original objection and to the information literacy specialist.
6. The principal and the chairman of the committee will give the complainant the option to meet with the Review Committee.
7. Copies of this procedure and form are available from the district library program director. Each information literacy specialist should have several copies in his/her files. The information literacy specialists and principals are often the first persons contacted in these cases. Teachers should also be informed as to the proper procedure.
8. Courtesy and calmness are important in dealing with the complainant who is challenging the material. Do not accept his/her objections as a personal challenge whatever his attitude may be. Concentrate on the material in question. Very often the complainant will be satisfied if he/she is allowed to "speak his piece" and the information literacy specialist, principal, or teacher then explains the basis for selection of materials and why that particular material was chosen.
9. If the complainant persists in demanding action, give him/her the "Request for Reconsideration of Instructional Materials" form. Inform the principal and the program director of library media services and let the procedure take its course. Information literacy specialists should also be familiar with American Library Association *School Library Bill of Rights* and the National Council of Teachers of English statement on the *Students' Right to Read*.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

SCHOOL\_\_\_\_\_

PLEASE CHECK TYPE OF MATERIAL:

- |                          |                       |                          |                |                          |          |
|--------------------------|-----------------------|--------------------------|----------------|--------------------------|----------|
| <input type="checkbox"/> | Book (print or ebook) | <input type="checkbox"/> | CD             | <input type="checkbox"/> | DVD      |
| <input type="checkbox"/> | Computer Software     | <input type="checkbox"/> | Audio Cassette | <input type="checkbox"/> | Pamphlet |
| <input type="checkbox"/> | Periodical            | <input type="checkbox"/> | Video Cassette | <input type="checkbox"/> | Other    |

Title\_\_\_\_\_

Author\_\_\_\_\_

Publisher or Producer\_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone\_\_\_\_\_Address\_\_\_\_\_

City\_\_\_\_\_State\_\_\_\_\_Zip Code\_\_\_\_\_

Do you represent:

- \_\_\_\_\_ yourself
- \_\_\_\_\_ an organization (name)\_\_\_\_\_
- \_\_\_\_\_ other group (name)\_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, cite pages, film sequence, et cetera.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you believe is the theme or purpose of this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you feel might be the result from student use of this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. For what age group would you recommend this material?

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5. Is there anything valuable to be found in this material? Please comment.

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6. Would you care to recommend other school library material of the same subject and format?

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7. Are you aware of reviews of this work by literary or other critics?

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8. What would you like the library/school to do about this work?

- Do not assign or lend it to my child
- Return it to the staff selection committee department for reevaluation
- Other: Please explain.

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Signature of Complainant \_\_\_\_\_ Date \_\_\_\_\_

Please return completed form to the school principal.

RECONSIDERATION OF INSTRUCTIONAL MATERIAL-NONFICTION  
CHECK LIST FOR REVIEW COMMITTEE

Title \_\_\_\_\_

Author \_\_\_\_\_

A. Purpose

1. What is the overall purpose of the material? \_\_\_\_\_
2. Is the purpose accomplished? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. Authenticity

1. Is the author competent and qualified in the field?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
2. What is the reputation and significance of the author and publisher/producer in the field?  
\_\_\_\_\_  
\_\_\_\_\_
3. Is the material up-to-date?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
4. Are information sources well documented?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
5. Are translations and retellings faithful to the original?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

C. Appropriateness

1. Does the material promote the educational goals and objectives of the school's curriculum?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
2. Is it appropriate to the level of instruction intended?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
3. Are the illustrations appropriate to the subject and age level?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

2. Does this material present information not otherwise available? \_\_\_\_\_ Yes \_\_\_\_\_ No

3. Reviews

- a. Source of review \_\_\_\_\_  
Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

- b. Does this title appear in one or more reputable selection aids?  
\_\_\_\_\_ Yes \_\_\_\_\_ No If the answer is yes, please name the review source.  
\_\_\_\_\_



Additional Comments

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Recommendation by Review Committee for Treatment of Challenged Material(s)

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Date \_\_\_\_\_

Signature of Review Committee Members

_____	_____
_____	_____
_____	_____

RECONSIDERATION OF INSTRUCTIONAL MATERIAL-FICTION  
AND OTHER LITERARY FORMS  
CHECKLIST FOR REVIEW COMMITTEE

Title \_\_\_\_\_

Author \_\_\_\_\_

A. Purpose

1. What is the purpose, theme or message of the material?  
How well does the author/producer/composer accomplish this purpose?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?  
\_\_\_\_\_ Yes \_\_\_\_\_ No; For young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If both are marked no, for what age group would you recommend this book? \_\_\_\_\_
3. Will the reading of and/or viewing of and/or listening to the material result in more compassionate understanding of human beings? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? \_\_\_\_\_ Yes \_\_\_\_\_ No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
3. When factual information is part of the story, is it presented accurately?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
4. Is prejudicial appeal readily identifiable by the potential readers? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Are concepts presented appropriately to the ability and maturity of the potential readers?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
6. Do characters speak in a language true to the period and section of the country in which they live?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? \_\_\_\_\_ Yes \_\_\_\_\_ No

9. Is there use of offensive language, is it appropriate to the purpose of the text for children?  
 Yes       No
10. Is the material free from derisive names and epithets that would offend minority groups?  
 Yes       No
11. Is the material well written or produced?  
 Yes       No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?  
 Yes       No
13. Does the material make a significant contribution to the history of literature or ideas?  
 Yes       No
14. Are the illustrations appropriate and in good taste?  
 Yes       No
15. Are the illustrations realistic in relation to the story?  
 Yes       No

Additional Comments

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Recommendation by Review Committee for Treatment of Challenged Material(s)

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Date \_\_\_\_\_

Signature of Review Committee

_____	_____
_____	_____
_____	_____

## II. ENCOUNTERS GIFTED AND TALENTED PROGRAM

The Encounters Gifted and Talented Program is a state legislated and funded program. The Encounters Gifted and Talented uses the Texas Education Agency's guidelines for Gifted and Talented Programs for assurances of compliance. The Encounters Program is an administrative handbook of policies and procedures. For more information please refer to the most current handbook. The handbook is reviewed every year and is updated when necessary. A brief review of school board policy and handbook procedures is presented here.

Pursuant to Section 29.123 of the Texas Education Code, the State Plan forms the basis of G/T services and accountability. Districts are accountable for services as described in the "in compliance" column of the State Plan where performance measures are included for five aspects of G/T services. These standards reflect actions required in state law and/or SBOE rule. Items in the "recommended" and "exemplary" columns support school districts with assistance in providing more comprehensive services.

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC 7.028).

1.1C. Written policies on student identification are approved by the district board of trustees and disseminated to all parents (19 TAC 89.1).

### A. Screening

1. All policies and procedures meet state guidelines and are school board approved.
2. Aldine's program is a subject-specific academic gifted and talented program. Students are screened for language arts and math in grades K-12. Students are screened for science and social studies beginning in fourth grade. Screening is on-going and takes place with new data/information.
3. Students screened for the program go through a six-step process: nomination, identification, screening, testing, building screening committee, and placement. The screening uses multiple criteria (qualitative and quantitative) for placement.
4. Assessment results are shared with parents/guardians. Parents/guardians have the right to appeal a placement decision and the program handbook describes the appeals process.
5. All identified G/T students must have a folder that includes a signed matrix and data to demonstrate criteria used in selection. The program handbook describes the folder and all the forms to be included.
6. No student may be placed into the program without the signed approval of the parent or guardian.
7. Once identified, the students must be coded for PEIMS using the GATE program, the identified G/T student is coded with the appropriate subject code.
8. G/T students are coded and are reflected on the October PEIMS. October PEIMS data on G/T students are used to evaluate the district's G/T program.

9. Removal of a student from the gifted and talented program may be made by the parent or by the building screening committee. Handbook describes removal process. Committee removal uses multiple criteria for decision.
10. The demographics of the G/T program on each school campus should reflect the demographics of that campus.
11. The Encounters program is committed to the acceptance of transfer students from other school district programs. The transfer students are reviewed for performance and appropriate placement in the district's G/T program within six weeks of enrollment. The placement of transfers from campus to campus within the district are honored and immediately placed and served.
12. The Encounters Program provides furlough options for those G/T students who are in an emotional crisis such as a serious and life threatening illness. Furloughs are granted for a semester and such placements are reviewed at the end of the semester.

B. Services/Curriculum and Instruction

1. Once identified, the student must be served.
2. Identified gifted and talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curriculum areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC 89.3).
3. A continuum of learning experiences is provided that leads to the development of advanced- level products and/or performances such as those provided through the Texas Performance Standards (TPSP) (19 TAC 89.3(2)).
4. Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC 89 3.(1)).
5. The Encounters program provides a combination of acceleration and curriculum differentiation of content, process, and product. Opportunities are provided to accelerate in areas of student strengths (19 TAC 89.3(4)). Gifted/talented students are provided a well articulated scope and sequence of subjects in the four core areas with dual/concurrent courses as the provisions of services in each core subject.  
These dual/concurrent courses are required in the area identified and optional in areas not identified.
6. Gifted/talented students are automatically placed on the Distinguished Plan at the beginning of 9<sup>th</sup> grade. The students have four years to obtain the four additional measures and the students select how they are to obtain those measures. The high school planning book provides more information on courses and options for gifted and talented students.
7. Provisions to improved services to gifted/talented students are included in district and campus improvement plans (TEC 11.251-11.253).

C. Professional Development

1. A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the gifted/talented services (19 TAC 89.2(1)).
2. Teachers without required training who assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC 89.2(2)).
3. The principal must keep a plan on file for those teachers who need to complete the 30 hours of training. In addition to the Encounters program office providing the principal with professional development updates, the teacher and the gifted/talented building maintain and monitor staff records.
4. The Aldine School district's plan for specific topics in order to teach gifted and talented students. The topics include 6 hours of nature and needs, 6 hours of assessment of student work, and 6 hours of curriculum differentiation. The remaining 12 hours are content specific and address the instructional/learning needs of gifted/talented students.
5. Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher educator standards (19 TAC 89.2(3) and TAC 233.1).
6. Administrators and counselors who have authority for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students (19 TAC 89.2(4)).
7. The Encounters program handbook describes the staff development, teacher competencies, and curriculum differentiation provided in greater depth.
8. Evaluation of professional development activities for gifted/talented education is ongoing and related to state teacher education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC 89.5 and TAC 233.1).

D. Family/Community Involvement

1. Each school is required to have a meeting for G/T parents. Schools are encouraged to have at least one fall and one spring meeting. A yearly evaluation of the campus G/T program should take place. G/T teachers, G/T students and the parents of G/T students should be included.
2. Ongoing communication with parents and community members should be maintained.

E. Outcomes and Assessment

1. The effectiveness of gifted/talented services is evaluated annually, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process (TEC 11.251-11.253).
2. The state goal for gifted programs states that exiting high school gifted and talented students will have designed and developed products and or performances of advanced and professional quality.
3. Encounters gifted and talented students are placed on the Distinguished Achievement Plan at the beginning of ninth grade and are expected to complete the required four measures for high school graduation. Some students may graduate with a “pending” designation at graduation time due to the fact that Advanced Placement scores do not serve until early June. The Distinguished Achievement Plan allows the student to select the measures from their curriculum selections. The Distinguished Achievement Plan seal recognizes the student for the effort the student made to accomplish this goal. More detailed information may be found in the Middle School Planning Guide and the High School Planning Guide.
4. The Encounters program offers students many opportunities to develop and demonstrate their proficiency in content, process, and product.
5. Gifted and talented students are assessed through the performance standards, assessments, state test results, Advanced Placement scores, PSAT scores, SAT scores, Duke Talent Search scores, and district, regional, and state competitions.
6. Gifted education teachers use portfolios that include student work to assist students and teachers in the assessment of work.
7. The gifted and talented students are monitored yearly and reviewed for progress.

F. Evaluation Program Survey

Perceptions of the Encounters Gifted and Talented program

We appreciate your comments. Please take the time to complete the following:

The person providing the information is a: (Please circle all that apply)

- 1) parent
- 2) community member
- 3) student
- 4) teacher
- 5) counselor
- 6) administrator

Please circle the most appropriate response: 1 is low and 5 is high

1. I am familiar with the G/T program's screening and nomination process.  
1                      2                      3                      4                      5
2. I view the curriculum for the G/T student as appropriate and challenging.  
1                      2                      3                      4                      5
3. I find the campus administrative staff helpful in providing information and support to the gifted students.  
1                      2                      3                      4                      5
4. I find the campus and district G/T parent meetings helpful and informative.  
1                      2                      3                      4                      5
5. I find the G/T education teachers helpful and knowledgeable regarding the nature and needs of gifted students.  
1                      2                      3                      4                      5
6. I can see evidences of advanced work in the products of the gifted and talented students.  
1                      2                      3                      4                      5

We appreciate your comments, concerns and suggestions.

Are there specific topics you would like the district program director to address at the parent/community advisory committee?

G. Funding

1. The program is state funded and the summer PEIMS report provides the number of identified students to be funded. The state formula allows for only 5% identified gifted and talented students to be funded.
2. The state funds that the Encounters program receives and provides financial support to G/T students and G/T education teachers. The purpose of the funds is to supplement the general education fund and provide staff development for teachers and curriculum differentiation for students. In addition to academics, the funds also support extracurricular activities for G/T students. Some of the activities supported are: Destination Imagination, SAT testing, PSAT testing, AP testing, Duke Talent Search and Decathlon. High school administrators submit a list of G/T students who take the PSAT for reimbursement. A list of the G/T students who take the AP exams is submitted and students are subsidized up to \$25.00 per test taken.
3. Schools requesting to spend money allocated are to submit requisitions for approval and for coding.



4. Schools must demonstrate that the requested expenditure will serve students who are identified as academically gifted.
5. Materials and staff development should support the identification of gifted students and a differentiated curriculum for the gifted student.

H. Accelerated Program

The Encounters program is committed to realizing the potential of all students. There are many students who can benefit from participation in the same curriculum scope and sequence of the gifted and talented students. The difference is that their learning experiences are more structured and modifications are made to the content, process, and product to ensure that these students are successful. These students are screened, identified and folders are established. These students are coded into the GATE screen. These students are monitored and progress is reviewed yearly.

I. Encounters (G/T) Program Student Review

By April of each year, the principal will direct G/T teachers and counselors to review the progress of each G/T student. If any student is not performing to a level that is acceptable to remain in his G/T component, the student will be referred to the G/T screening committee for evaluation. (Sufficient documentation of parent contact must be in the student folder.) The screening committee will review, evaluate, and recommend continued placement or removal from the G/T component.

## SECTION SIX: STANDARD FEES

Fees have been studied and adopted on a district-wide basis. All student fees are to be deposited in the agency accounts and used for activity/class for which it was collected.

### I. MIDDLE SCHOOLS

- A. Library fees for overdue, damaged, or lost library materials.
- B. Art classes require student fees to pay for some materials.
- C. Band, Orchestra, and Choir may charge fees.
- D. Career and Technical Education courses/programs: LOTC, Concepts of Engineering, Touch System Data Entry, Desktop Publishing, and Exploring Careers.

### II. SENIOR HIGH SCHOOLS

- A. Library fees for overdue, damaged, or lost library materials.
- B. High school courses that require additional fees/purchase of equipment or supplies.
  - 1. Art
  - 2. Band, Orchestra, and Choir
  - 3. Dance
  - 4. Career and Technical Education courses to include, but not limited to: Agricultural Science, Concepts of Engineering, Criminal Justice, Fashion Design, Interior Design, Health Science Technology Practicums; including Clinical Rotation, C.N.A, E.M.T, and Pharmacy Tech, Automotive Technology, Cosmetology, Business Information Management (BIM) 1 and 2, Digital Interactive Media, and Web Technologies
- C. Students will also pay minimum fees for dual credit classes through Lone Star College.
- D. First attempts of AP tests will be paid by the district. If a student chooses to take a test a second time, the student will pay for all costs.

### III. ATHLETIC INSURANCE

- A. The Aldine Independent School District is not liable for injury to the students or school personnel. Each athletic participant in grades 7-12 must be adequately covered by family insurance policy or must purchase the accidental insurance available through the school. If the parents desire to have their personal insurance bear the full responsibility, they must sign a waiver and assume full responsibility for all medical expenses.

## SECTION SEVEN: ATTENDANCE COUNSELOR

### I. ATTENDANCE COUNSELOR

- A. The school attendance clerk oversees unexcused absences.
- B. Each building should have a routine system of checking on all unexcused absences weekly queries, monthly attendance reports, etc.
- C. After three (3) unexcused absences within a 28 day period, attendance clerk will send warning letter.
- D. The assistant principal or designated person conferences with parents to discuss reasons for the unexcused absences.
- E. After three (3) additional unexcused absences, the attendance clerk will notify the attendance counselor to file charges.
- F. The attendance counselor then files the case with the Justice of the Peace court.
- G. The families are scheduled to appear in court and may be referred by the social worker in court to the proper agencies for assistance and counseling in solving the attendance problem.
- H. The attendance counselor should report court results to the building principal or designated person.

## SECTION EIGHT: COMMUNICATIONS

### I. NEWS AND INFORMATION SERVICES

- A. The Public Information Office (PIO) exists to provide news and information about district activities to both the internal and external publics of the district.
- B. The PIO assists each school in regularly informing each school's public about news and accomplishments of the school.
  - 1. It is the responsibility of the individual building principal to ensure that a regular program of local news information flows from the school to the staff and community.
  - 2. Each school building is to have a designated person, known as a Campus Key Communicator, to coordinate news releases for the building.
    - a. Every Campus Key Communicator will be responsible for gathering news from the staff and writing news releases before submitting to the principal for approval.
    - b. After receiving principal approval, the Campus Key Communicator will then forward the releases to the local media and post to [www.insidealdine.com](http://www.insidealdine.com), where news can be categorized by area and campus.
  - 3. Assistance for specific activities or news items that have broad appeal or interest may be obtained by contacting the assistant superintendent of community and governmental relations at 281-985-6202, the director of public information at 281-985-6213, or the assistant director of public information at 281-985-6214.
- C. A Key Communicator handbook will be provided to assist each news representative in preparing news releases.
- D. Every school should be able to provide digital photographs to accompany news releases.
- E. It is to the advantage of the principal to establish and maintain a good working relationship with editors of local weekly papers and other media representatives who may call on the school.

### II. CONTINGENCY PLAN

Dealing with an incident that might produce unfavorable media coverage:

- A. Notify appropriate Emergency and/or Law Enforcement agencies  
In Harris County - Dial 911
  - Aldine Police Department.....281-442-4923
  - Harris County Sheriff's Department (Emergencies) ..... 911
  - Harris County Sheriff's Department (Dispatcher).....713-221-6000
  - Houston Police Department (Emergencies)..... 911
  - Houston Police Department (Dispatcher) .....713-222-3131
  - Houston Ambulance Dispatcher ..... 911
  - Houston Fire Department..... 911
  - Aldine Volunteer Fire Department ..... 911
  - Harris County Emergency Corps..... 911

- B. Notify the superintendent, deputy superintendent, assistant superintendent or area superintendent
  - 1. Give complete details of the incident.
  - 2. The Superintendent, deputy Superintendent, assistant superintendent or area Superintendent will notify the Public Information Office and any other responsible departments.
  
- C. Inform Staff Members
  - 1. The principal may serve as spokesperson until a representative from the Public Information Office arrives.
  - 2. Instruct the rest of the staff to refer questions to the principal.
  - 3. Brief secretaries for phone inquiries. It is a good idea to provide the secretary with a 15 second statement (45 words) that can be **read** to reporters who call. If the reporter asks for additional information the secretary can refer the caller to the principal.
  
- D. Control the Telephones and Visitor Access
  - 1. Stop or limit student use of available campus telephones.
  - 2. Limit student calls on office telephones to normal calls.
  - 3. Assign an administrator to meet media representatives and channel them to a controlled area.
  - 4. Do not allow photographers and TV camera crews to roam throughout the building.
  - 5. In the event that someone is injured notify parents, guardians or relatives.
  - 6. Keep a journal of all events, actions of individuals, and media representatives interviewed.

A tape recorder would be helpful.

### III. SUGGESTIONS FOR CONDUCTING INTERVIEWS

- A. Remember that reporters are employees of news agencies who have been given an assignment by their editor. There is nothing personal about their questions. They are not attempting to embarrass you. Treat members of the press in a fair, honest, and professional manner and they will respond with a more positive and sympathetic attitude. Avoid establishing an adversarial position with reporters. Remember, the reporter is only doing his or her job.
  
- B. Write down the answers to questions that you anticipate and refer to the answers as needed.
  
- C. Establish the ground rules for questioning before the interview begins. Stick by the ground rules and insist that others do also.

- D. Avoid full-blown press conferences. One-to-one interviews are much easier to control.
- E. Sometimes questioners like to put words in your mouth. If you don't like the words of a question, don't repeat them, even to deny them. Re-phrase the question in a positive way.
- F. There is no such thing as an "off the record" statement. Consider anything that you say to be for the record.
- G. Make no speculative statements.
- H. Make no statements that will violate the civil rights of any party involved.
  - 1. The name of juvenile offenders and victims are generally withheld.
  - 2. Refer such questions to the Police or Sheriff's Department.
- I. Respond only to specific questions.
  - 1. Do not volunteer information.
  - 2. Be brief and concise with all your answers.
- J. Avoid the use of "no comment".
- K. Be truthful.
- L. If you don't know the answer to a question, simply say so, adding that you will try to get the answer.
- M. **DON'T ARGUE!**

## SECTION NINE: TEXTBOOKS

### I. BOARD OF TRUSTEES

The Board of Trustees is designated as the legal custodians of the books. It delegates to its employees the power to requisition, distribute and manage textbooks. (TEC§ 31.02c)

### II. SUPERINTENDENT

The Superintendent is ultimately responsible for all textbook activity within the district. He/she serves as chairperson of the local adoption committee or may appoint a designee.

### III. ASSISTANT SUPERINTENDENT OF CURRICULUM AND INSTRUCTION

The assistant superintendent of curriculum and instruction is responsible to the superintendent for the appointment of the textbook coordinator and for the financial accounting of textbooks.

### IV. DISTRICT TEXTBOOK COORDINATOR

The district textbook coordinator is responsible for the following activities:

- A. Controlling all state-owned textbook activity within the district and with TEA;
- B. Accountability for all textbooks charged to the district (TAC 67. 105);
- C. Accountability for all monies collected from students for lost or destroyed books (TAC 67.105);
- D. Maintaining all records of state-owned textbook activity including textbook distribution to and transfer from all schools within the district;
- E. Collecting all money from the schools remitted by students for lost or destroyed textbooks and control of these funds until they are sent to TEA;
- F. Requisitioning of textbooks by completing the necessary textbook forms;
- G. Accepting all textbook shipments for the district, including one official sample textbook, and report all shipment errors and/or discrepancies to TEA;
- H. Shipping of textbooks from the district (interim, expiring-adoption, out-of adoption); and
- I. Conducting an annual physical inventory of all current adoption textbooks and learning systems requisitioned and delivered to the district.

### V. PRINCIPAL

The principal has the primary responsibility for the care and distribution of textbooks at each campus. An assistant principal or clerk may be assigned the duty of campus textbook custodian by the principal. The campus textbook custodian will be responsible to the principal for the proper disposition of his/her duties. The principal, however, remains the primary custodian at the campus.

The principal of each building is responsible for the following activities regarding textbooks:

- A. Keeping all extra textbooks that are within the maximum allowed in a controlled bookroom;

- B. Returning any surplus textbooks to the textbook warehouse;
- C. Ensuring that all required accounting procedures are followed for monies collected for all lost, destroyed or damaged textbooks;
- D. Sending all money collected from students for payment for lost and destroyed textbooks to the district textbook office;
- E. Conducting an annual physical inventory of all textbooks and teacher resources;
- F. Requiring that all textbooks be covered;
- G. Requiring regular textbook inspections to be conducted;
- H. Completing all required reports from the district textbook office;
- I. Reporting all textbooks needing to be replaced due to destruction or wear; and
- J. Reporting all students owing outstanding textbook monies to any campus to which that student transfers.

VI. TEACHER

The teacher is responsible for the following activities regarding textbooks:

- A. Keeping an accurate record of all textbooks received and issued to students;
- B. Keeping an accurate record of the textbook accession number stamped on the inside cover for all books issued to each pupil. Teachers are not responsible for books issued to students. Teachers are responsible for books issued to them;
- C. Ensuring that all textbooks are covered at all times;
- D. Conducting periodic textbook inspections as required by the principal;
- E. Ensuring that all textbooks have the name of the student in the appropriate place;
- F. Notifying the parent when first becoming aware of a textbook that is lost, destroyed or damaged;
- G. Returning all surplus textbooks to the bookroom. Surplus textbooks are defined as any extra textbooks in the classroom;
- H. Returning all textbooks to the bookroom at the end of the year or the end of the course for purposes of inventory; and
- I. Checking the textbook number and condition of the textbooks as they are returned by the students.

VII. STUDENT, PARENT OR GUARDIAN

The student, parent or guardian is responsible for the following activities regarding textbooks:

- A. Keeping all textbooks covered at all times (TEC§ 31.104, Distribution and Handling);



- B. Ensuring proper use and care for all textbooks;
- C. Returning textbooks at the close of the school year or the end of the course or at the time the pupil withdraws (TEC§ 31.104, Distribution and Handling);
- D. Reimbursing the school for any lost, destroyed or damaged textbooks issued to that student; and
- E. Entering his/her name inside the front cover of the textbook.

Each student, or his parent or guardian, shall be responsible to the teacher for all textbooks not returned by the student. Any student failing to return all textbooks shall forfeit his right to free textbooks until the textbooks previously issued but not returned are paid for by the parent or guardian. If a student loses a textbook(s) and fails to return or pay for it, the school shall allow the student to use a textbook at school during each school day but the student is not to be assigned a textbook for out of class use. (TEC§ 31.104, Distribution and Handling)

Fines for damaged textbooks will be assessed as follows:

- Torn pages – 25% of cost of book
- Ink or pencil marks (minor) - \$1.00 per page
- Ink or pencil marks (major) – 25% of cost of book
- Loose bindings (due to misuse) – 50% of cost of book
- Missing pages – 100% of cost of book
- Obscenities (drawn or written) – 100% of cost of book
- Damages that prevent re-issuing book – 100% of cost of book

#### VIII. DISTRICT TEXTBOOK ACTIVITY CALENDAR **(REVISED APRIL, 2006)**

##### A. August

1. Campuses receive and verify summer shipments; be sure to show books received in the TIPWeb Textbook Program.
2. Campuses distribute textbooks to teachers/pupils.
3. Update membership in computer every two weeks during the first month of school.

##### B. September – October

1. Excess textbooks from each campus are sent back to the district warehouse for shipment back to the state.
2. Textbook inventory computer training is held for all new campus textbook custodians.

##### C. October

1. All excess books are to be returned to TEA.
2. Update membership for regular education students. Special Ed., Bilingual, G/T and ESL rosters are due to the textbook office.
3. Order more textbooks as needed.
4. Every six weeks (or once a month), textbook audits need to be conducted. Also, follow-up on any lost textbooks on their campus.

- D. November, December, January, February
  - 1. Campuses should conduct an inventory of all state owned textbooks.
  - 2. Update membership as needed.
  
- E. March
  - 1. Campuses complete an Annual Membership Report and return it to the district textbook office.
  - 2. Campuses will send an Annual Textbook Requisition to the district textbook office to request current adoption or new adoption textbooks for the next school year.
  
- F. April, May
  - 1. Inventory worksheets will be sent to each campus for completion at the end of school.
  - 2. Textbook Inventory computer training is held for all campus textbook custodians to assist in closing out the school year.
  
- G. June, July
  - 1. Campuses collect textbooks and store them in preparation of a physical textbook audit.
  - 2. Campuses prepare out-of-adoption books for return to the district textbook office when a new textbook adoption is coming.
  - 3. Campuses inventory all state owned textbooks.
  - 4. Campuses send completed inventory worksheets to the district textbook office in the following manner:
    - a. **Two weeks after school is out all middle and high school schools** will send their completed inventory worksheets with a Campus Authorization Form for ALL missing textbooks.
    - b. **Two weeks after school is out all elementary and intermediate schools** must send in their completed inventory worksheets with a Campus Authorization Form to pay for ALL lost and textbooks from the current school year.
    - c. **SUMMER—NOTE: All middle and high school campuses will be physically inventoried and audited by the district textbook office. Fifty percent of the elementary and intermediate schools will be audited each summer. You will be notified two weeks in advance in order to have all state-owned textbooks in one central location.**

H. THROUGHOUT THE YEAR

1. DISTRICT ACTIVITIES:

- a. District transfers textbooks to campuses when eligibility is documented.
- b. District requests additional textbooks from the state when eligible.

2. CAMPUS ACTIVITIES:

- a. Campuses need to update membership once a month during the school year.
- b. Campuses collect money from students for lost, destroyed, or damaged textbooks.
- c. Campuses request additional textbooks from the district textbook office when eligible.

IX. TEXTBOOK ADOPTION PROCESS

- 1. In **October**, the executive director of curriculum and instruction and the textbook coordinator will meet with directors/program directors to discuss adoption procedures and guidelines.
- 2. Subject Area Committees are selected by directors/program directors in **October** to reflect appropriate district-wide representation of the teaching staff for each subject area with textbooks for adoption. All selections are approved by building principals.
- 3. Members of the Official Textbook Committee are selected from the Subject Area Committees and represent subject areas on the adoption list. The names of the Official Textbook Committee are turned in to the executive director of curriculum and instruction and then submitted to the School Board for approval at the **November** board meeting.
- 4. The Official Textbook Committee consists of the Superintendent of Schools plus fourteen teachers. The executive director of curriculum and instruction serves as facilitator of the Official Textbook Committee.
- 5. Directors/program directors work with the Subject Area Committees to establish the criteria and method for the evaluation of the textbooks on the adoption list.
- 6. The Subject Area Committees hold meetings/presentations in **November, December and early January** with all appropriate publishers to view materials up for adoption. A schedule of all meetings for each subject area is submitted to the executive director of curriculum and instruction and the textbook coordinator.
- 7. The textbook coordinator organizes a public exhibit of all books on the adoption list in early **February**.
- 8. After **January 15**, contact with publishers is initiated, if necessary, only by district employees involved in the textbook adoption process. The district is closed to publisher initiated contact.

9. The Subject Area Committee submits recommendations to the executive director of curriculum and instruction by **January 31** (See Subject Area Textbook Recommendation Form).
10. Recommendations of the Subject Area Committees are confidential until final board approval.
11. The Official Textbook Committee meets the first week in **February** to make recommendations to be sent to the school board.
12. The recommendations are approved by the School Board at the **February** board meeting.
13. A quorum of at least a majority of the members of the committee is required at all meetings of the Official Textbook Committee.
14. One copy of the Local Adoption Committee Report, with the signatures of the Board President, and the Board secretary, are sent to TEA by **March 31**.
15. A district employee who enters into a business relationship, employment contract, or other transaction with a textbook publisher doing business with the state and who receives remuneration will register the transaction with the Superintendent.
16. Input of all subject specific teachers is encouraged.
17. Subject area committee members must attend a majority of the scheduled meetings in order to vote.
18. The subject area committee shall have a minimum of one and no more than three representatives per designated campus as determined by the subject area program director(s).
19. The subject area committee will conduct a preliminary vote to identify the top two textbooks for consideration.
20. Textbooks will be designated by a majority vote of the subject area committee.

#### **DEFINITIONS AND INFORMATION**

##### **SAMPLES**

- Each publisher will provide every school district one complete official sample of textbooks and instructional materials on the adoption list. This is to be delivered to the District Textbook Office for the purpose of public display. (TAC 66.101) All sample materials must be marked “sample copy” and are never to become part of the textbook inventory.
- Publishers may provide additional samples. These copies may be demonstration or representative samples. Publishers may make arrangements with the school district to retrieve samples after local selections are completed, but the state does not guarantee return of sample instructional materials. (TAC 66.101)

##### **ANCILLARY MATERIALS**

- Ancillary materials are instructional materials provided at no cost by the publisher to school districts which adopt and intend to order the publisher’s textbooks. Ancillary materials are not part of the district textbook inventory.

**PUBLISHER CONTACT**

- District employees involved in the adoption process are designated as official contacts for publishers. Publisher presentations will be held in a meeting setting so that all committee members and interested parties have an opportunity to attend. After January 15, contact with publishers must be initiated by a school district employee.

**SPLIT ADOPTION**

- When a district selects to use more than one title listed on the same multiple list, the district has a split adoption. Quotas are based on the overall enrollment in a subject area and on the total number of textbooks from one multiple list already in use in the district. Districts which split their adoptions are not entitled to a full compliment of each of the titles selected for use. The combined number of textbooks shall equal the number of books for which the district is eligible.
- When a decision is made to split the adoption, an initial order is placed with the state for textbooks. If at any point during the adoption the district is unable to provide a campus with one of the titles of the split adoption because all books are in use, the campus may choose to use the title that is available or may choose to purchase books for their campus. The district may not swap books with the state at any time during the adoption.

**SWAPPING**

- After books which have been duly selected have been requisitioned and delivered to the school district, these books shall be continued in use during the contract period or periods. It is not permissible to return copies of one title in order to secure copies of another title on the same multiple. (TAC 66.104{j})

**WAIVERS**

- A district may apply to the state for a waiver to be allowed to use a textbook that is not included on the state-adopted multiple list. The waiver is for the same number of years for which the textbooks for the subject or course are adopted. The waiver request must be approved by the Commissioner of Education.

**TIMELINE  
FOR TEXTBOOK ADOPTION**

<b>October</b>	Recommended list of individuals to serve as members of the Subject Area Committees and the Official Textbook Committee are submitted to the executive director of curriculum and instruction by subject area directors/program directors.
<b>October</b>	Subject Area Committees begin the evaluation textbook process
<b>October</b>	List of individuals to serve on the Subject Area Committees and the committee meeting dates are to be submitted to the executive director of curriculum and instruction and the district textbook coordinator
<b>November</b>	Recommended list of individuals to serve on the Official Textbook Committee approved by the School Board
<b>November - January 15th</b>	Public hearing held by the Local Adoption Committee. Comments and concerns are sent to the Subject Area Committee for review.
<b>January</b>	Publisher textbook exhibits can be held at a central district location. Aldine personnel and public are invited to attend.
<b>February</b>	Recommendations made by the Subject Area Committees and the Official Textbook Committee for books to be adopted and used by the Aldine I.S.D. are submitted for presentation to the School Board.
<b>February</b>	School Board approves the textbooks recommended by the Official Textbook Committee
<b>March</b>	Local Adoption Committee recommendations approved by the Board are filed with the Texas Education Agency.

**TEXTBOOK ADOPTION RESPONSIBILITIES**  
**EXECUTIVE DIRECTOR OF CURRICULUM AND INSTRUCTION**  
**DISTRICT TEXTBOOK COORDINATOR**

It is the responsibility of the District Textbook Coordinator to organize and coordinate the adoption of all textbooks in the district. After the official adoption and selection have been made, then the final step is to place the order with TEA.

**Executive Director of Curriculum and Instruction responsibilities.**

- Coordinates with the subject area directors/program directors in the selection of teachers to serve on the Local Adoption Committee.
- Recommends to the Superintendent the members of the Local Adoption Committee.
- Attends and facilitates the organizational meeting, public hearing, and recommendation meeting of the Local Adoption Committee.
- Assists the subject area directors/program directors in the organization of any textbook hearings that might be held.
- Consolidates information concerning membership, meeting dates, and final evaluations from all Subject Area Committees.
- Sends final adoption recommendations to the Superintendent for approval by the School Board.

**District Textbook Coordinator responsibilities.**

- Receives and responds to all correspondence from TEA.
- Disseminates information from TEA to appropriate administrators and personnel.
- Contacts publisher representatives when necessary throughout the adoption process.
- Receives shipment of one copy of all textbooks and ancillary materials on the adoption list from all publishers.
- Places orders for newly adopted materials with TEA.
- Receives shipment and processes state-adopted textbooks for shipment to the campuses.
- Conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the district. The results of the inventory shall be recorded in the district files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost during the physical inventory. (TAC 66.107)

<p style="text-align: center;"><b>TEXTBOOK ADOPTION RESPONSIBILITIES</b> <b>SUBJECT AREA DIRECTORS/PROGRAM DIRECTORS</b></p>
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It is the responsibility of the subject area program director/coordinator to coordinate the textbook evaluation by the teachers on the Subject Area Committee. The subject area program director/coordinator also negotiates with the publisher for the delivery of ancillary materials.

**Subject Area Director/Program Director responsibilities:**

(during the year textbooks from his/her subject area are on the adoption list)

- Assists the executive director of curriculum and instruction in procuring individuals to be on the Local Adoption Committee.
- Organizes the membership of the Subject Area Committee to include faculty, administrators, and citizens.
- Coordinates the meetings of the Subject Area Committee.
- Communicates with the executive director of curriculum and instruction concerning committee membership, meeting dates, and final written evaluations.
- Supervises the textbook evaluation process for the subject area.
- Plans the textbook hearings.
- Contacts publisher representatives as needed throughout the evaluation/selection process.
- Assists the Subject Area Committee in formulating the final recommendation for adoption and selection of textbooks.
- Negotiates with the publisher representatives for the shipment of ancillary materials to complement the adoption.



<p style="text-align: center;"><b>TEXTBOOK ADOPTION RESPONSIBILITIES</b> <b>LOCAL ADOPTION COMMITTEE</b></p>
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The Local Adoption Committee will consist of no fewer than five members and not more than 15 members. All members of the Local Adoption Committee will be professional employees of the district and the majority will be classroom teachers. The Superintendent or his designee will be a member of the committee and will serve as chairman. The members of the committee will be representative of the subject areas that are on the adoption list for that year.

**Local Adoption Committee responsibilities:**

- Hold an organizational meeting at which information about the adoption process will be made available.
- Hold a public hearing for textbooks on the adoption list.
- Make final recommendations for adoption to the School Board.

**Local Adoption Committee Representatives responsibilities:**

- Serve as chairperson of the Subject Area Committee.
- Share information about the adoption process with the members of the Subject Area Committee.
- Attend all meetings of the Local Adoption Committee.
- Attend all meetings of the Subject Area Committee.
- Serve as the district contact to the publishers' representatives.
- Communicate with the director/program director of that subject area concerning the evaluation process and procedures.
- Present the final recommendation for adoption at the final meeting of the Local Adoption Committee.
- Attend the public hearing for textbooks on the adoption list.

<p style="text-align: center;"><b>TEXTBOOK ADOPTION RESPONSIBILITIES</b> <b>SUBJECT AREA COMMITTEE</b></p>
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The Subject Area Committee consists of a director or program director, a local adoption committee representative, subject area faculty, and citizens. Eligible voting members of the committee will consist of representatives from each campus involved with the subject area, the local adoption committee representative, the subject area administrator, and citizens. A list of identified Subject Area Committee members will be turned into the district textbook coordinator by the second week of November.

**Subject Area Committee responsibilities:**

- Establish criteria by which the textbooks on the state adoption list will be evaluated.
- Establish a process to be used when evaluating the textbooks.
- Evaluate all textbooks and materials on the state adoption list.
- Select the textbooks from the adoption list for use in the district.
- Determine the final recommendation for adoption and use in the district.

**Subject Area Committee Member responsibilities:**

- Attend all designated meetings.
- Represent your campus, the district, and the community when making decisions.
- Assist in evaluation of all textbooks and materials from all publishers.
- Assist in completing the textbook evaluation form and final recommendation.
- Contact publishers through the committee chairpersons only.
- Review and consider the suggestions given by teachers with the district.
- Remain professional and objective in making evaluations of the textbooks.

## SECTION TEN: TRAVEL

### I. EMPLOYEE SPONSORED STUDENT TRAVEL

- A. Employees of the Aldine Independent School District are discouraged from sponsoring student tours/trips on non-school time. School time, materials, and equipment cannot be used to aid in recruiting students for such tours/trips by an employee. The following disclaimer must be communicated to the parents in writing: "This activity, though sponsored by an Aldine Independent School District employee, is not sponsored by the school district or any of the district schools. The district assumes no responsibility for the safety of your child while on this trip nor will it stand good for any financial loss you may incur as a result of this trip."

Parents cannot pay for airline tickets for students to attend school functions. Teachers and administrators must seek approval from the assistant superintendent of finance prior to securing airline tickets for students to attend out of district school functions. **Airline tickets for students must be secured through the district, and not by individuals.**

Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

### II. STUDENT TRAVEL

Employees taking students on school or district sponsored trips must work with campus administrators to follow the guidelines in administrative policy reflected in the following forms:

- Chaperone Code of Conduct
- Sponsor Code of Conduct
- Student Code of Conduct
- Individual Eligibility Form
- Parent/Guardian Student Pick-Up
- Student Permission Form
- Power of Attorney and Authorization to Consent to Medical Treatment

Guidelines/forms/expectations for student travel are also in the Teacher Handbook.

## Aldine ISD Chaperone Code of Conduct

The district's jurisdiction includes any district activity on or off of school property. While a chaperone is at a school function all district policies apply. All chaperones must be 21 years or older, approved through the Raptor criminal background system and by a campus administrator.

All chaperones are expected to conduct themselves in an appropriate manner while participating in any school related event or competition. This includes all travel, hotel, and sightseeing time associated with participation in any local, state, or national district related event. All chaperones must follow the policies of the Aldine ISD *Teacher Handbook*. In addition, chaperones must adhere to the following:

- Chaperones participate in event related activities at all times.
- Clothing is to be appropriate for the day's activities.
- Chaperones are to ride on district provided transportation with the students.
- Room assignments for chaperones must be appropriate.
- Tobacco products are prohibited in the presence of students.
- Profanity of any kind, including songs, riddles or jokes, which may be offensive to others is prohibited.
- Room checks to be conducted by gender appropriate sponsors and district approved chaperones. A visual room check is required at curfew time (*see and speak to every child*).
- Doors must be monitored at all times after curfew. This may be done by:
  - taking shifts, or
  - hiring a police officer (cost approximately \$25.00 an hour).
- Weapons are prohibited.
- Alcohol or illegal drugs are prohibited.
- Medications used according to prescription labels.
- Children not participating in the activity or event are not allowed to be in attendance at any time.

When traveling for district sponsored events, there must be a minimum of two gender appropriate sponsors / chaperones. The student to sponsor / chaperone ratio is not to exceed 10 students to 1 sponsor / chaperone. The sponsor of the event or activity has the final decision-making authority. The district is not financially liable for damage or loss of any chaperone's possessions.

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Chaperone Signature

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Date

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Sponsor Signature

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Date

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Campus Administrator Signature

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Date

# Aldine ISD

## Sponsor's Code of Conduct

The district's jurisdiction includes any district approved activity on or off of school property. While a sponsor\* is at a school function all district policies apply.

Principals may use discretion in assigning administrators to go on field trips, but a school administrator must accompany the group if:

- 75 or more students are in attendance
- a trip is outside Texas
- a trip is outside the continental United States

All sponsors are expected to conduct themselves in a professional manner while participating in any school related event or competition. This includes all travel, hotel, and sightseeing time associated with participation in any local, state, or national district related event. All sponsors are under the policies of the Aldine ISD *Teacher Handbook*. In addition, sponsors must adhere to the following:

- An agenda of activities and contact information will be provided to parents and campus/district personnel prior to leaving for event – including approximate timelines.
- Copies of student forms must be left with a building or district administrator.
- Student forms must be in the sponsor's possession at all times.
- Sponsors are to be involved in event related activities at all times.
- Clothing is to be appropriate for the day's activities.
- Sponsors are to ride on district provided transportation with the students.
- Room assignments for sponsors and chaperones must be appropriate.
- Tobacco products are prohibited in the presence of students.
- Profanity of any kind, including songs, riddles or jokes, which may be offensive to others is prohibited.
- Curfew times are to be set and enforced daily. (*Curfew means each student will be in the assigned room with the TV and radio at a soft volume.*)
- Room checks are to be conducted by gender appropriate sponsors and district approved chaperones. A visual room check is required at curfew time (*see and speak to every child*).
- Doors must be monitored at all times after curfew. This may be done by:
  - taking shifts, or
  - hiring a police officer (cost approximately \$25.00 an hour).
- Student medication must be distributed according to prescription labels.
- Weapons are prohibited.
- Alcohol or illegal drugs are prohibited.
- Medications used according to prescription labels.
- Sponsors remain with students until all are picked up by parent or guardian.

All inappropriate behavior by student(s), teacher(s), or chaperone(s) must be reported to the building administration and the sponsoring program director or director within 24 hours of returning to the district. Major infractions should be reported to the building administration and sponsoring program director immediately.

When traveling on district sponsored events, there must be a minimum of two gender appropriate sponsors/chaperones. If a group of students are of mixed gender, at least one male and one female sponsor must accompany the group. The student to sponsors/chaperone ratio is not to exceed 10 students to 1 chaperone.

\_\_\_\_\_  
Sponsor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Date

\*A sponsor is an Aldine ISD professional employee representing the district at an event or competition.

# Aldine ISD

## Student Code of Conduct

The district's jurisdiction includes any district activity on or off school property. While a student is at a school function all school rules apply. Any category 1, 2, or 3 infraction will be handled according to the Aldine ISD *Student Discipline Management Handbook*.

All students are expected to conduct themselves in an appropriate manner while attending any school related event or competition. This includes all travel, hotel, and sightseeing time associated with participation in any local, state, or national district related event. All students are under the rules and guidelines of the discipline management handbook. This includes, but is not limited to:

- Sponsors and chaperones must be respected at all times.
- Profanity of any kind, including songs, riddles or jokes, which may be offensive to others, is prohibited.
- Students must remain with the group at all times and be accompanied by another student when leaving the hotel room.
- Students must let sponsors know where they are at all times.
- Girls in boys' rooms or boys in girls' rooms without a sponsor present is not allowed. Students are not allowed to enter the rooms of students, sponsors, or chaperones not from Aldine.
- Curfew must be obeyed. (*Curfew means each student will be in their assigned room with the TV and radio at a soft volume. In an emergency, students may call a director or chaperone; otherwise, phone calls must cease after curfew.*)
- Local and long distance phone calls made from hotel rooms are not allowed.
- Internet access without a sponsor's permission is not allowed.
- Water pistols, water balloons, or other creative missiles at hotel or competition site are not allowed.
- Fighting, loud noise, or any other disruptive behavior at the hotel or competition site is not allowed.
- Theft of any item is not allowed.
- Alcohol, tobacco, or illegal drug use is prohibited.
- Medications must be used as prescribed.
- Weapons are prohibited.
- Clothing should be appropriate for the day's activities.
- Students are responsible for their personal belongings. The district is not financially liable for damage or loss of student's possessions.

**Financial liability for all damage incurred by actions of a student shall be the sole responsibility of that student and his/her parent(s) or guardian. Failure to comply with the Student Code of Conduct may result in disqualification from the event, the entire competition, and any awards ceremony. The student is subject to being sent back home at parents' expense. Additionally, the student may not be allowed to participate in any future district functions and events.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date



# ALDINE INDEPENDENT SCHOOL DISTRICT

14910 Aldine-Westfield Road • Houston, Texas 77032-3099 • 281-449-1011

## Individual Eligibility Form

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Name and Date of Event

I certify that these students are eligible to participate in the activity listed above. These students are in good standing based on academic standards, conduct, and attendance.

- |           |           |
|-----------|-----------|
| 1. _____  | 12. _____ |
| 2. _____  | 13. _____ |
| 3. _____  | 14. _____ |
| 4. _____  | 15. _____ |
| 5. _____  | 16. _____ |
| 6. _____  | 17. _____ |
| 7. _____  | 18. _____ |
| 8. _____  | 19. _____ |
| 9. _____  | 20. _____ |
| 10. _____ | 21. _____ |
| 11. _____ | 22. _____ |

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

I certify that students listed above in numbers \_\_\_\_ thru \_\_\_\_ are eligible to participate.



# ALDINE INDEPENDENT SCHOOL DISTRICT

14910 Aldine Westfield Road • Houston, Texas 77032-3027 • (281) 449-1011

## PARENT/GUARDIAN STUDENT PICK-UP

EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_

Student Name

Parent/Guardian Signature

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# ALDINE INDEPENDENT SCHOOL DISTRICT

14909 Aldine Westfield Road • Houston, Texas 77032-3027 • (281) 449-1011

## Student Permission Form

Student's Name (please print *in black ink* in boxes below)

First

Last

Campus \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_

Parent or Guardian \_\_\_\_\_  
First and Last Names

Address \_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Contact Number #1 \_\_\_\_\_

Parent/Guardian Contact Number #2 \_\_\_\_\_

Parent/Guardian Contact Number #3 \_\_\_\_\_

Emergency contact other than living with child.

Name: \_\_\_\_\_ Phone \_\_\_\_\_

### PARENT/GUARDIAN PERMISSION

I give ALDINE INDEPENDENT SCHOOL DISTRICT permission for my child \_\_\_\_\_ to travel to \_\_\_\_\_. I understand that this is a school sponsored activity and that all school rules and regulations apply. I have read and understand, and agree to the student code of conduct.

The above mentioned child  may  may not swim at the hotel. (check one)

\_\_\_\_\_  
**Parent's/Guardian's Signature**

I understand that this is a school sponsored activity, and that all rules and regulations apply. I have read, understand and agree to the student code of conduct.

\_\_\_\_\_  
**Student's Signature**



# ALDINE INDEPENDENT SCHOOL DISTRICT

14909 Aldine Westfield Road • Houston, Texas 77032-3027 • (281) 449-1011

## POWER OF ATTORNEY AND AUTHORIZATION TO CONSENT TO MEDICAL TREATMENT

STATE OF TEXAS

KNOW ALL MEN BY THESE PRESENTS:

THAT I OR WE, \_\_\_\_\_/\_\_\_\_\_

Resident(s) of \_\_\_\_\_ County, Texas, am (are) the parent(s), managing conservator, guardian, or other person(s) standing in parental relationship with and having legal control of the following minor child(ren):

\_\_\_\_\_

THAT I (or WE) authorize \_\_\_\_\_ and/or \_\_\_\_\_ to seek and consent to reasonable and necessary medical treatment, including emergency surgery, for the above-named child(ren) whether within or without the United States of America, to remove the child(ren) during the following scheduled activity: \_\_\_\_\_

\_\_\_\_\_ (name and location of activity)

This power of attorney shall begin on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, and continue for the duration of the above activity, and shall expire not later than the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

It is our intent that the above named person(s) have my/our parental authority in their relationship with the above named child(ren) for the duration of the above activity.

Physical Conditions / Medical History. Please include any medications the child is taking. Please use back if necessary

\_\_\_\_\_  
\_\_\_\_\_

Insurance Information: Company: \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Policy Number \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

### ACKNOWLEDGMENT

SUBSCRIBED AND SWORN TO BEFORE ME THIS \_\_\_\_th day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public in and for

\_\_\_\_\_ County, Texas

My commission expires: \_\_\_\_\_

### III. EMPLOYEE TRAVEL

Aldine authorizes travel for professional development which impacts student achievement and job performance. Aldine supports employees who participate as state-level officers of professional organizations that support the curricular, operational, and administrative programs of the district.

In light of recent financial changes and increased accountability at the national, state, and local level, however, the following guidelines are implemented:

#### A. General Guidelines

In-state travel will continue on a limited basis. Staff members may attend state conferences and meetings, but attendance will be on a rotational basis for large groups and departments.

For example, not all performing arts teachers will attend TMEA each year. Every speech pathologist or diagnostician will not attend state meetings each year. Staff will rotate each year to attend these meetings. Principal's budget, principal's fund, agency account, special revenue funds, or booster club money will not be used to send teachers to conferences out of the rotation schedule.

The Aldine district will provide a specific amount of money for each EC/PK, elementary, intermediate, middle, and high school to spend on professional development activities. Decisions about which teachers will attend and which conferences or workshops they will attend will be made by the school's principal with the approval by the appropriate area superintendent. The per diem and meal allowance will follow the guidelines established in this section of the administrative policies. No travel provisions will be made for meetings in the Houston area. A substitute teacher will be provided when class time is missed in elementary/secondary schools.

Any employee required to attend a conference or workshop will have the cost of lodging paid in full with local funds. A letter signed by the appropriate supervisor stating why the person is being required to attend the conference or workshop shall be attached to the travel form before actual cost can be reimbursed. Meal money will be provided in the same manner and amount as extra meal money allocated for non-required conferences or workshops.

No teacher should attend more than one conference or workshop per year that is out of the Houston area unless approved by the school's principal.

Schools may send teachers to meetings above the district's provision provided the district's expense guidelines are followed.

Included under the designation "classroom teacher" are all regular teachers, compensatory teachers, Title I teachers, skills specialists, special education teachers including speech therapists, librarians, nurses, music, PE art teachers, and related service personnel.

Supervisors will monitor all travel.

#### B. Special Programs

Local workshops or conferences may in some cases be funded from special funds (bilingual, G/T, special education, Title I, CTE, etc.) These will be under the direction of the assistant superintendent of curriculum and instruction, director of finance, director of special programs, director of federal and state programs, and/or the director of consolidated programs. Payment of expenses will follow district guidelines. All expenditures must meet the intent of the funding source and be supplemental.

C. Performing Arts

Performing arts teachers are encouraged to participate in their respective professional organizations. However, attendance at clinics/conferences at district expense will be limited to only a portion of teachers each year as per a rotation schedule determined by the performing arts department.

D. Professional Organization Officer

A staff member may attend up to five official meetings if he/she serves as a state-level officer/director of a professional organization that supports the curricular, operational, or administrative programs of the district. Examples of such organizations are Texas State Reading Association, Texas School Food Service Association, and Texas Association of School Business Officials.

E. Special Education

As funds allow, related service personnel may attend one conference every other year. They may attend two Region IV workshops yearly. The program director of special education that works with the related service personnel will determine the appropriateness of the workshop or conference.

Assessment specialists, speech pathologists and special education counselors will be divided into two groups. As funds allow, each group may attend one conference every other year on a rotating basis. Attendance at Region IV workshops will be determined on an as needed basis by the program directors of special education and the director of special education.

As funds allow, Licensed Specialists in School Psychology (LSSP's) assigned to central office may attend one conference yearly. Attendance at Region IV workshops will be determined on an as needed basis by the director of special education.

As funds allow, program directors of special education and the director of special education may be allowed up to 10 (ten) days to attend local and in-state conference/workshops/meetings annually.

Personnel may attend additional conferences or workshops if specifically requested to attend by the program directors of special education or the director of special education.

All personnel must submit the Request to Attend a Conference form before registering or committing to present at a conference or workshop. Pre-approval by the building administrator, program director and director of special education is needed to ensure that funds are available.

F. Assistant Principals/Counselors

One secondary assistant and one secondary counselor from each campus may attend a conference or workshop each year. Elementary assistants are divided into three nearly equal groups, and one group may attend a conference or workshop each year. Elementary counselors will attend conferences or workshops under the same plan as elementary assistant principals. School funds will be used to pay for these meetings.

G. Program Directors and Coordinators

District level directors/executive directors/program directors/coordinators will be allowed ten (10) days to attend local and in-state conferences/workshops/meetings annually. The appropriate director will approve and coordinate trips within the adopted expense guidelines.

H. District-Level Administrators and Principals

Central Office administrators may attend one (1) conference or workshop per year. All allowable expenses will be reimbursed following the district guidelines out of the district/campus budgeted funds. The appropriate director or assistant superintendent will coordinate all such trips under the adopted expense guidelines.

I. Out-of-State Travel

Staff members may travel out of state for conferences under the following conditions.

1. A staff member may attend a specialized training session that is specifically related to his/her job. For example, a teacher whose specialized materials have been upgraded with new equipment may attend an out of state training session that is focused on using the new equipment. This exception really applies to CTE teachers who must be certified in certain classes in order for students to become certified in the class.

Principal's budget, principal's fund, agency account, and booster club money will not be used to send teachers to out-of-state conferences.

2. If staff members are invited to present at an out of state event, they may attend if the sponsoring agency is paying for all expenses. The sponsoring agency will be asked to pay for substitutes when necessary.
3. A staff member may attend up to five official meetings if he/she serves as a national-level officer/director of a professional organization that supports the curricular, operational, or administrative programs of the district.

Out-of-state travel will continue to be approved by the immediate supervisor, area superintendent **and** the appropriate assistant superintendent.

J. Documentation for Per Diem and Convention Fees

Please refer to the current copy of the Aldine ISD travel expense reports forms (available at <http://www.aldine.k12.tx.us/employees/policies/index.cfm> in Section 604 of the Financial Procedures Manual) that **must** accompany all requests for travel, lodging and convention expenses. The Aldine School District must have proper documentation for all checks issued to any person or organization.

The following guidelines will apply:

1. Reimbursement rates for in-state travel are as follows:

Mileage	.555 per mile for travel by auto for employee providing the auto.
Airfare	Actual cost for coach fare
Meals	\$36 per day Partial days will be paid at \$8 for breakfast, \$12 for lunch, and \$16 for dinner
Lodging	Actual expense not to exceed allowable rate per night double occupancy per occupant.

Actual expense not to exceed allowable rate per night single occupancy.  
These rates are for in-state travel.

Out-of-state hotel and per diem rates will be based on destination.  
Rates can be obtained by calling the office of the assistant superintendent of finance.

2. Whenever possible, the district will require that employees have at least four (4) persons in an automobile. If only two (2) or three (3) employees are attending an out-of-town convention, the employees are expected to use one automobile.
  3. Hotel receipts are required. When two or more employees of the same gender travel to the same conference, sharing of rooms is expected. If one of the two employees decides **not** to share a room, the district will allow only the cost of the shared room to be paid by the district up to the allowable amount. If advance lodging expense is provided, the employee must repay advance lodging expense that does not equal the lodging per diem rate.
  4. Occasionally, the district will require an employee to travel out of town. If the trip is required by the district, the actual lodging expenses will be paid by the district. Full advancement will be provided if requested. Meal and travel expenses will remain the same as employee requested trips.
  5. Banquets and business luncheons at conventions will be reimbursed at actual expense, whenever possible, the payment for the banquet or luncheon should be included in the registration payment. Do not request an additional breakfast, lunch, or dinner per diem for the same meal.
  6. Advance travel expenses will be issued for two or more nights with one nights lodging of \$85.00 withheld from the advancement\*. No travel or lodging expenses will be issued for one night. Employees will be reimbursed upon return to the district with proper receipts.
  7. All required receipts are due in the business office within two (2) weeks of the return of the employee. Individuals who do not submit their receipts may be restricted from receiving advance travel stipends in the future.
  8. All convention or registration fees will be paid with Aldine School District checks payable to the association hosting the convention. Supervisors should combine the fees of as many employees as possible to reduce the number of checks issued to the association hosting the convention.
  9. Expenses for future trips will not be allowed until all receipts for previous trips have been received.
- \* If an employee is experiencing financial difficulty, the principal/supervisor can ask the assistant superintendent of finance to advance full per diem.

#### K. Car Rentals

For information on car rental, please refer to the current copy of the Financial Procedures Manual.

## SECTION ELEVEN: DISCIPLINE

### I. CORPORAL PUNISHMENT

The only persons who may use corporal punishment for the discipline of a child are a parent, grandparent, step-parent who has duty of control and reasonable discipline of the child, or guardian who has the duty of control and reasonable discipline of the child.

### II. DRESS CODE

(Refer to Student/Parent Handbook - Discipline Management Section)

### III. DRUGS

(Refer to Student/Parent Handbook - Discipline Management Section Category 3 Offenses and Consequences)

### IV. DISRUPTION POLICY

(Refer to Board Policy, p. 5100)

### V. DISCIPLINARY PROCEDURES FOR REMOVAL OF A STUDENT TO AN ALTERNATIVE EDUCATION PROGRAM: COMPASS

A campus-level hearing is held to place a student in an alternative school (e.g. COMPASS). The following procedures must be followed:

- A. Before a student can be removed to an alternative education program, the principal or assistant principal must conduct a hearing at the campus. The principal or assistant principal will act as the hearing officer;
- B. The student's parent or guardian must be notified in writing of their opportunity to be present at the hearing. If the school makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the school may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends. If the decision to place a student is made by the principal or assistant principal, the decision may be appealed to the school board.
- C. The notice to the student's parent or guardian must include the following information:
  1. Date, time and place of the hearing;
  2. Specific charges (use the codes found in the student handbook) and recommended consequence(s);
  3. Brief description of the student's conduct;
  4. As appropriate the names of any witnesses whose testimony may be used against the student i.e. assistant principal, campus officer, teacher;
  5. Statement of the right of the student to present a defense against the charges and produce oral testimony, written affidavits or witnesses; and
  6. The right of the student to be represented by legal counsel.

D. The following process must be used during a hearing:

1. The hearing must be recorded;
2. The hearing officer must state the time and date of the hearing and who is present at the hearing by name and position and the violation of published code as found in the student handbook;
3. The hearing officer will explain the order of presentations (number 4-8 below). Administration goes first; then the student and then the results of the hearing;
4. The administration presents the charges along with all written statements (must be signed and dated by the witness), witnesses, and/or evidence;
5. The student must be given the right to explain his/her account of the incident;
6. The student may produce witnesses or written affidavits;
7. The student's parent, guardian or legal counsel may participate in the hearing;
8. The hearing officer, after listening to all evidence, shall base his/her findings on a reasonable belief that the student is guilty or innocent of the charges;
9. Upon request, the parent, guardian or legal counsel shall be given a copy of the taped hearing; and
10. A letter must be sent to the parents detailing the results of the hearing and the right to appeal the decision to the assistant superintendent of administration.

## VI. COMMUNICATION ABOUT STUDENT BEHAVIOR

The campus procedure for retaining, receiving, and returning should be followed. If a student is placed in a DAEP or expelled, the campus principal must inform each educator responsible for the student of the student's misconduct.

The campus principal must inform each educator responsible for instruction of a student who is placed in a DAEP or is expelled of the student's misconduct. Those educators must keep the information confidential or risk certification sanctions. If a student placed in DAEP in another school district enrolls in Aldine before the expiration of the placement, the district must inform each educator responsible for instruction of that student the contents of the placement order. If the student leaves the district and enrolls in another school district, the district must notify the new district of the contents of the placement order.



## SECTION TWELVE: EARLY CHILDHOOD/PK CENTERS

### I. AN ALIGNED CURRICULUM

- A. An aligned curriculum is provided in the school district at all grade levels. The scope and sequence and supporting resources are located in the curriculum management system. Any variation from the designated curriculum must be discussed with and approved by the appropriate curriculum program director, director, executive director of curriculum and instruction, and the assistant superintendent of curriculum and instruction.
- B. Campus pilot programs are permissible in different subject areas provided they are approved by the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction, area superintendent and closely monitored by the area superintendent and the building principal.

### II. CURRICULUM PROGRAM DIRECTORS

The curriculum support team includes the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction, directors and program directors for each content area.

The curriculum support team establishes and monitors the district curriculum aligned to the state standards in all curricular areas. The directors and program directors work with campus personnel- teachers and administrators- to develop or modify the curriculum.

The curriculum support team provides campus support to ensure classroom instruction is aligned to the district curriculum and assessments. Campus administrators will confer with the appropriate director/program director before making any changes to the district scope and sequence or assessments.

### III. TEACHER PLANNING AND PREPARATION TIME

Each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period, a classroom teacher may not be required to participate in any other activity.

### IV. PLANNING AND THE LESSON PLAN FORM

- A. Lesson plans are to be completed in the curriculum management system and submitted according to the campus plan weekly, and saved in the teacher online library.
- B. Lesson plans will be monitored weekly by the campus administrators and updated as needed by the classroom teachers.

### V. SIGN-IN AND OUT RECORDS

Each principal will maintain a sign-in and out register for all professional staff members. Time cards are to be maintained on all non-professional personnel.

### VI. SUBSTITUTE TEACHER SIGN-IN AND OUT

A separate sign-in and sign-out record should be kept on all substitute teachers in order to be able to have accurate records for the business office. This record should include the social security

number. These teachers are to follow the same work day as a regular classroom teacher. This record must be forwarded to the payroll office for pay purposes.

#### VII. TEACHER WORK DAY AND PROFESSIONAL DEVELOPMENT DAY SCHEDULES

School Day: Teachers	7:30 - 3:30
Office Personnel	8 ½ hours including 30 minute lunch

Bus schedules could alter sign in and sign out times. Any deviation from standard time for school start and end must be approved by the area superintendent.

Work Day/Professional Development Day: 8:00 - 3:30

Building Professional Development schedules may be adjusted to 8:00-3:00 if building staff agrees to shorten the time allotted for lunch or to have a working lunch.

Teachers will be allowed to leave campus during lunch as long as they return to the campus on time. Teachers must sign in and out when leaving the campus and returning.

#### VIII. REGULAR DUTY

Teacher and paraprofessional duty time will be determined by the building principal. A duty roster will be given to each teacher and one will be posted in the office. Special duty is a vital part of every teacher's and paraprofessional's responsibility. It is imperative that each staff member assumes his/her share of the responsibility of a given assignment. Each staff member on duty is responsible for proper student conduct in and around his/her duty station; therefore, close observation is necessary.

#### IX. SUPERVISION

Students should never be left unsupervised. If it is necessary for a teacher to leave the classroom for any reason, a neighboring teacher, or some other person designated by the building principal may be requested to assume this responsibility.

#### X. ACCIDENT PREVENTION

Students are not to be allowed in any area of the building without supervision. School rules should be on display.

#### XI. FIRE PROTECTION REQUIREMENTS

It shall be the responsibility of the principal to see that the State Fire Prevention Regulations are met. A report to this effect must be filed each school year. The requirements are as follows:

##### **MINIMUM REQUIREMENTS**

Schools are encouraged to incorporate fire safety/fire prevention lessons into the curriculum. At the end of the year in the fire marshal's report, schools are required to provide a percentage of students who have had fire prevention instruction.

Curriculum guides are available from the Fire Prevention and Outreach section of the State Fire Marshal's Office at P.O. Box 149221, Austin, Tx 78714-9221 or online at [www.tdi.state.tx.us/fire/fmcurric.html](http://www.tdi.state.tx.us/fire/fmcurric.html).

##### **Fire Drill**

One fire drill must be conducted each month and a record of these drills kept.

## Reports

Schools are required to maintain the fire drill and fire prevention forms at the campuses and turn them in to the director of safe and secure schools at the end of the year.

## XII. GRADING POLICY/REQUIREMENTS

Policies described are minimum district policies. Individual buildings may have additional requirements.

Numerical grades are not given in PK. Teachers will use daily observations, nine weeks individualized testing, and portfolios to determine progress and mastery of the benchmark targets/state guidelines. The report card will show parents the mastery of skills throughout the year. The marks used on the report are as follows:

Academic areas –

- **2,3,4,5,6** - Indicates which nine weeks the skill was mastered
- ○ - Indicates that the skill was introduced and tested but the student has not yet mastered the skill
- **Blank** – Indicates that the skill has not yet been introduced or tested

Social Skills areas –

- ✓ - Indicates satisfactory
- X – Indicates experiencing difficulty

Students must be in attendance a minimum of 80 days each semester in order to receive credit for a class. An attendance committee may grant exceptions for extenuating circumstances.

Students will be assessed at the end of each grading period to determine progress and skill mastery in all areas addressed on the report card (including social skills). Documentation must be maintained for areas of concern.

## XIII. HOMEWORK POLICY

### A. Grades EC/PK

1. A campus homework plan will be implemented at each campus to provide extra practice, maintenance of skills or review of skills.
2. Homework assignments should not exceed fifteen minutes.
3. The teacher will follow-up on homework assignments and have a system in place to reward completed assignments.

## XIV. INSTRUCTIONAL INTERVENTION – RE-TEACHING/REASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher's gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher's grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

#### Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher's grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.
- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will receive a 0 and will not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).
- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

## XV. PROMOTION/RETENTION/PLACEMENT POLICIES

### A. Promotion/Retention

1. Students in PK are not to be retained. PPCD placement is determined by child's age and qualifications for special education.

## XVI. EXTENDED YEAR

- A. Special Language Summer program for PK students is held on the home school campus and recommended for LEP students served in bilingual or ESL programs.
- B. Special education Extended School Year (ESY) will be provided as a result of ARD decision, usually at a centralized location.
- C. Bus transportation will be provided for students.

**NOTE:** All teachers hired for summer school/extended year will be paid \$25.00 per hour. Special Education teacher pay is \$35.00 per hour.

## XVII. FIELD TRIPS

- A. Field trips must be of an educational nature.
- B. Requests must originate with the building principal and be approved by the area superintendent.
- C. All trips need to be planned well in advance and have a written bus requisition submitted by the designated date each month for the following month's trips.
- D. All free/reduced price students must be allowed a sack lunch meal from the school cafeteria which meets child nutrition regulations. Paying students must be allowed to choose the same lunch to be paid for at the regular lunch price so as not to identify the free/reduced students. Student meal accounts may be used. The cafeteria manager must have at least two weeks advance notice so she may order the food for these lunches. A field trip form must be completed by the adult in charge.
- E. If possible, all costs associated with a field trip should be funded by campus organizations or special revenue funds. When necessary, campuses can ask all students to pay the same nominal charge for field trips. Funds collected from students can only be used to pay for field trip expenses and cannot be transferred to other accounts. All funds must be receipted through Aldine.
- F. Every child needs written parental permission **before** going on a trip.
- G. An approved list of field trips is maintained by the area superintendent.
- H. Trips should be scheduled from October through April in order to alleviate transportation problems. Plan to schedule field trips on Tuesday through Thursday. Exceptions must be approved by area superintendent.
- I. Field trips are not to be extended beyond 100 miles from Aldine ISD.
- J. EC/PK students do not participate in overnight field trips.
- K. Children not enrolled in the class/grade/school may not ride the bus.
- L. Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- M. Field trips funded through special program funds must meet the requirements of the funding source. Lesson plans must document pre and post educational field trip activities.
- N. Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- O. Any parent or adult who volunteers regularly with students must have a criminal background check.
- P. Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

### **GUIDELINES AND REGULATIONS GOVERNING FIELD TRIPS 2012-2013**

- 1. Requests for field trips or athletic activities must be submitted to the Area Superintendent, Athletic Director, Director of Performing Arts, Executive Director of

Special Education or Director of Career and Technical Education by the 5<sup>th</sup> of the month prior to the month the trip is scheduled. *Approved requests should then be submitted to the field trip office by the 15<sup>th</sup> of the month prior to the month of the field trip. This is Aldine School Board Policy.*

Do not send field trip forms directly to the Transportation department. Your Area Superintendent or Executive Director/Director has to approve them before sending them to Transportation.

Late field trip requests must be walked through to your Area Superintendent or Executive Director/Director and then to the Transportation department.

***Field trip requests cannot be assured during regular route times which are 5:30 a.m. - 9:00 a.m. and 1:30 p.m. – 5:00 p.m.***

***All general field trips must return to their home school by 2:00 p.m. All special education field trips must return by 1:30 p.m.***

Calling to verify the field trip the week before is highly recommended.

2. At least one sponsor is required on each bus for all field trips; they must ride the bus to and from the destination. No more than four parent chaperones are allowed on each bus. It is recommended that the sponsor sit in the back of the bus to keep an eye on the students.
3. The sponsor must provide directions or a map for any destination outside of the Aldine district. Also, verify intended route with driver before departure, this will ensure that there are no misunderstandings.
4. All field trip destinations must be within Harris County on a school day.
5. Sponsor must notify the field trip office about changes when a bus request is received with dates and/or times TBA (to be announced). The TBA arrangements must be cleared up as soon as possible to prevent problems.
6. Please notify your teachers that if they request a bus to shuttle them to an event, they need to be ready when the bus arrives. Example: soccer team needs to leave at 4:15 p.m.; they must be ready to leave at that time. A different driver will pick them up so the location of the pick up needs to be verified.
7. Sponsor or sponsors are responsible for conduct and housekeeping on the bus. It should be the duty of sponsors to inspect conditions of the bus (with the driver) before loading students. It is also the responsibility of the sponsor to make an inspection after the trip is completed. Property damage to the bus by students while on a trip must be reported to the transportation administration. The guilty party will be expected to pay for all damages. The transportation department is not responsible for any items left on the bus by students, sponsors or the sponsoring organization.
8. Large objects that cannot fit in the seats are not allowed. It is a federal law that aisles and all emergency exits on buses are kept clear at all times.
9. A large bus can hold 60 elementary students, 50 middle or intermediate students, 45 high school students. On a general field trip, the maximum number of parents per bus are 4.
10. Overnight field trips: All expenses will be paid by the sponsoring organization. No driver should be expected to pay their own expenses for meals or lodging. All arrangements must be made prior to departure. Meal money: Breakfast **\$12.00** – Lunch

**\$12.00 – Dinner \$12.00.** If your trip begins at 6:00am or before the sponsor must provide breakfast. The meal money must be given in cash to the driver. Drivers must be provided with their own room or if they must share a room with another driver, they must have their own bed. Drivers are not allowed to share a room with a sponsor, teacher or student.

11. The transportation department has no provision to pay fees for toll roads. If a route via the toll road is desired the sponsoring group needs to arrange toll payment before entering the tollway.
12. If a trip is rescheduled, the sponsor must notify your Area Superintendent or Executive Director/Director of the change, then notify the Transportation department. If the sponsor wants to reschedule for a month out or more, please send in new paperwork.
13. Sponsors are responsible for notifying Transportation if a field trip has been cancelled. Any trip cancelled with less than 24 hours' notice will result in a minimum charge of **\$20.00** weekdays and **\$35.00** weekends, plus the In-district or the Out-of-district fee, plus the driver's waiting time at the school, unless approved by a Transportation Administrator.
14. All rules and regulations that apply to students for regular transportation also apply for extra curricular trips. Sponsors are required to enforce these regulations. In addition, please observe the following:
  - A. The sponsor is responsible for all discipline on the buses at all times.
  - B. No glass containers of any kind are allowed on the bus. Ice chests with lunches and canned drinks may be carried on the bus, but only bottled water can be consumed on the bus.
  - C. No food products can be consumed on the bus.
  - D. No animals of any kind are allowed on the bus.
  - E. On a regular field trip, only drivers, sponsors, chaperones and participants may ride an extra curricular bus. No spouses or children of drivers or sponsors are allowed.
15. No smoking or use of any tobacco product is permitted on any A.I.S.D. bus.
16. State law regulates the maximum speed limit of buses to 55 M.P.H. on interstates and highways, outside the city limits. The speed limit is 50 M.P.H. within the city limits. Please do not ask to go at a faster speed.
17. Organizations cannot paint or place signs or banners on the bus. No item may be placed on a bus which impairs the vision of the driver.
18. No Aldine I.S.D. bus is allowed to travel to any individual home (students, teachers, sponsor, or driver) for any reason unless approved by a Transportation Administrator.
19. Any questions regarding field trips can be directed to Helen Bigley (East side) at (281) 985-6627 or Terri Walker (West side) at (281) 878-7808.

## XVIII. TESTING PROGRAM

### A. Developmental Test

A Pre-School Screener will be administered in the fall and in the spring.

Head Start will administer NRS in accordance with Head Start Federal Guidelines (fall & spring).

Pre-IPT will be given upon enrollment to determine Bilingual/ESL program eligibility.

Special education assessment implemented by PBAT or Campus Assessment Specialist as determined by needs of the child.

## XIX. PAID ASSEMBLIES

Paid assemblies and/or entertainment will be approved by the principal. All schools will be limited to **three paid** assemblies involving outside entertainment. Grant funds cannot be used to provide additional paid assemblies. It will be the principal's responsibility to determine that only quality entertainment is used.

Principals are encouraged to set up a yearly calendar and schedule all such assemblies for the entire year. (Avoid having any two paid assemblies close together.) The calendar of activities and assemblies for the entire year may then be printed and distributed early in the fall semester.

Programs, assemblies, concerts, plays, etc., from other schools in the district, must be scheduled through all involved principals.

## XX. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

- A. salespeople, vendors, agents, etc. who are directly involved in school fundraisers or other school functions;
- B. those individuals listed above must have a vendor letter for the current school year signed by the director of special programs.

## XXI. LOCAL FUND RAISING ACTIVITIES

The purpose of fundraising activities is to provide additional financial support to the academic, co-curricular and extra-curricular programs available to students on campus.

Campuses may conduct fund raising activities throughout the school year. Consideration must be given for minimum disruption of instructional time during the school day.

Raffles, lotteries and other games of chance are prohibited by State Law, and shall not be conducted on school property or by school organizations.

Organizations identified as a non-profit with a 501(c) status are not permitted to conduct raffles, lotteries and other games of chance on district property.

All fund raising activities must be approved and scheduled through the building principal with specific goals for the activity stated in the proposal. The principal will schedule fund raising activities based on three general criteria:



- length of time required for the fund raising activity
- number of fund raising activities scheduled for any given time period
- number of fund raising activities scheduled for any one program or organization

Students who participate in fund raising will be held accountable for those items which they volunteer to sell or the money which will be generated by the sale of those items.

Parents must consent for their child to fund raise by signing the appropriate form and understand that they are held accountable and responsible for fund raising items and monies.

Students will not be allowed to conduct fund raising activities door-to-door or on the street.

## XXII. LIBRARY FINES: EC/PRE-K

- A. The EC/PK classroom teacher is responsible for ensuring that students have the opportunity to turn in library books on or before the due date.
1. Overdue fines are not charged for students in EC/Pre-K. However, all students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.
- B. Specific policies regarding lost or damaged library materials are:
1. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.
  2. When a lost item has been paid for and then is found and returned in good condition before a replacement is purchased, the school owning the material will issue a refund to the student.
  3. The student does not need to be enrolled in the school owning the item at the time it was lost to receive a refund.
  4. The information literacy specialist and the principal have the option to assess a damage fine when a lost and paid item is returned to the library with minor damage.
  5. **If the lost item is paid for, and then returned in an unacceptable condition, the information literacy specialist and the principal may decide not to issue a refund.** In this case, all **identification marks** should be removed or blocked out and the item should be returned to the student.
  6. After a replacement title has been purchased, the student is not entitled to a refund if the item is found and returned. The item then belongs to the student. In this case, all **identification marks** should be removed or blocked out.
  7. After a student has paid for a book damaged beyond repair, **it is his or her property.** In this case, all **identification marks** should be removed or blocked out.
  8. School policy determines if students with long overdue books or outstanding fines are to be restricted in their use of the Library Media Center.
  9. Students are also responsible for paying damage fees, according to the fee schedule below, for repairable damage to library items.

- Missing barcode and/or spine label and/or date due slip – up to \$2.00
- Torn pages – up to 25% of cost of book
- Ink or pencil marks (minor) - \$1.00 per page
- Ink or pencil marks (major) – 25% of cost of book
- Loose bindings (due to misuse) – 50% of cost of book
- Missing pages – 100% of cost of book
- Obscenities (drawn or written) – 100% of cost of book
- Damages that prevent re-issuing book – 100% of cost of book

NOTE: If a student pays for a book in full (100%), he/she is entitled to keep that book.

C. Procedures:

1. A pre-numbered Aldine ISD receipt **must be** issued to the student when a lost or damaged item is paid for.
2. Money collected for lost or damaged library items must be turned in to the school bookkeeper for deposit.
3. A receipt confirming the amount deposited must be given to the information literacy specialist.
4. Money collected for lost or damaged library materials **must be used to purchase replacement copies**. If a specific title is no longer available, the information literacy specialist should purchase a similar title.
5. All receipts must be documented on an official pre-numbered Aldine ISD receipt book.

### XXIII. ATTENDANCE POLICY

A child must be 4 on September 1<sup>st</sup> of the enrollment year and meet eligibility criteria for PK.

Absences from school shall be of two types, excused and unexcused. Excused absences are granted for the following reasons:

- a. Personal illness
- b. Serious illness or death in the student's immediate family
- c. Emergency medical or dental attention
- d. Absences approved by the principal in advance
- e. Observance of religious holy days that require the student's participation.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make-up schoolwork missed on those days.
- f. Weather or road conditions making travel dangerous
- g. Quarantine

- h. Temporary absence resulting from health care appointments, if that student commences classes or returns to school on the same day of the appointment.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make up schoolwork missed on those days.

Students must bring a note from the parent or guardian requesting an excused absence for one of these reasons. In the case of an absence due to a health care appointment, a note from the health care professional's office and signed by that professional, must be brought to the school. These notes will be kept on file in the attendance office. Unexcused absences include but are not limited to truancy, missing the bus, over-sleeping, any excused absence without the required notes, and absences not excused in advance by the principal. If a student is in attendance fewer than 160 days, the student will not receive credit. The student could also be withdrawn from the program.

An attendance committee may grant exceptions for extenuating circumstances.

Participation in school sponsored activities will not be counted as an absence.

Attendance is taken at a set time (9:30 a.m.) each day. If a child is present a portion of the school day, but is absent at 9:30, and provides a note from a health care provider, it would not be counted as an absence. Arrival after 8:00 a.m. or leaving prior to dismissal is considered a tardy. Students will be marked tardy if they arrive after school starts and prior to 9:30. Students not at school at 9:30 will be marked absent. Excessive tardies may result in removal from the program. Students will receive a perfect attendance certificate for being present each day of the school year.

**TEC§ Sec. 25.085 states that “a child shall attend school each school day for the entire period the program of instruction is provided”.**

A child shall not have unexcused absences on 10 or more days or parts of days within a six month period in the same school year or on three or more days or parts of days within a four-week period from school (Family Code Sec. 51.03).

Failure to comply with these laws will result in legal prosecution or removal from the program and will subject the parent/guardian to a fine at the recommendation of the principal. Each day the child remains out of school after a warning is issued will constitute a separate offense.

When students quit attending school without formally withdrawing, they are to be withdrawn **BACK TO THE FIRST DAY OF NON-ATTENDANCE** after 10 days of absences AND no successful contacts with the family. School **MUST** make attempts to contact the students/families and should involve the attendance and police officers as appropriate. Attendance officers can file on withdrawn students to involve the courts in helping to enforce compulsory education laws.

#### XXIV. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)

##### A. General Education Homebound Program Criteria (GEH)

1. Student is expected to be confined at home or hospital bedside for a minimum of four (4) consecutive weeks.
2. Student is expected to be confined at home or hospital bedside within Aldine ISD boundaries for **medical reasons only**.
3. The medical condition is documented by a **physician** licensed to practice in the United States.
4. Students must be served by a certified general education teacher.

B. Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc.
2. Nurse explains criteria for placing a student on homebound (Criteria-doctor expects the student to be out of school for a minimum of four consecutive weeks from the date the doctor completes the Medical Evaluation)
3. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 has parent sign consent for school to speak to doctor, gives parent homebound parent letter, and has parent sign Receipt of Homebound Information (GE-0009).
4. Nurse notifies administrator of possible homebound placement.
5. IF STUDENT DOES NOT WARRANT HOMEBOUND:
  - a. Nurse notifies Campus Administrator
  - b. Campus Administrator notifies Parent
  - c. If parent disagrees, Nurse notifies Program Director of Health Services as an independent mediator
6. IF STUDENT WARRANTS HOMEBOUND:
  - a. Nurse notifies the campus EIT coordinator to schedule a GEH Meeting
  - b. GEH Meeting is held, nurse notifies Homebound immediately.
7. EIT Coordinator makes a copy of the forms: GEH # 1, GEH # 2. EIT Coordinator collects the student's class schedule, a copy of the student's transcript, a copy of the student's most recent report card and a copy of the student's blue card. Send the copy of all of these documents to Homebound Services in a folder within 2 days of the General Education Homebound Meeting. Keep the originals on the home campus.

C. General Education Homebound Meeting

1. Role
  - a. Review and consider the necessity of providing instruction to a general education student at home/hospital bedside.
2. Decisions must be made by the General Education Homebound Committee
  - a. Consideration of physician's information (In making these decisions the GEH committee must consider the physician's information. However, the physician's information is not the sole determining factor in the committee's decision making process).
  - b. If the decision is to provide general education homebound services, then the committee must determine the type and amount of instruction to be provided to the student and the subjects that will be taught on Homebound. Due to limited direct instructional time from teachers, these types of classes may be deemed inappropriate for Homebound Services by the committee: some electives, labs, AP level classes, etc.

3. Requirements to Consider

- a. Using the General Education Homebound Meeting Form (GEH # 2) which documents GEH committee decisions regarding whether or not a student is to be served through GEH.
- b. The GEH committee must review the Medical Evaluation Report from the physician (GEH # 1) stating the student has a medical condition which requires the student to be confined at home/hospital bedside for a minimum of four (4) consecutive weeks.
- c. The GEH committee must review data to help determine the number of hours per week and the classes to be taught during Homebound Services **such as:** the health of the student--is the student capable of maintaining the rigor of the subject matter and course work as is or will it have to be significantly modified? What are the critical subjects that Homebound could provide that can maintain the integrity of the subject/course? Due to the severity of the illness/injury, in many cases four hours a week (the minimum) may be the limit of direct instructional time a student can attend without fatigue or detriment to the student's health may occur; the length of time the student will be on homebound--will it be long term or only for 4-6 weeks?; the student's attendance--is the student able to attend school for even 1 or 2 periods a day to access classes and would this be better for the student than Homebound Services?; grades--what are the current and past grades of the student? If the student is not doing well, would it be best to drop the course until the student can return to school?; is there a better way to obtain instruction in the course--could the work and tests generated by the student's general education teachers be transported another way that would maintain the expectations of the course? Is the general education teacher willing to support the student if the work is transported back and forth? Could email for assignments be utilized? Could PLATO be utilized (if the home has internet access?)
- d. The GEH committee must document on the form (GEH # 2) the committee's decision regarding the type(s) and amount of instruction to be provided to the student. This must include the designated amount of time per week that instruction will be provided and for what subjects.
- e. Documentation of the day(s) homebound instruction started and stopped.

D. Meeting to Return the Student to School

1. When the physician provides a medical release date to return to school, the GEH Committee meets and completes the GEH form # 2 to dismiss the student from Homebound Services. The parent could participate by phone if they wish.
2. File the General Education Homebound Summary Form # 3 and the General Education Homebound Teacher Contact Log Form # 5 along with the other General Education Homebound Forms from the first meeting in the student's cumulative folder.

E. Attendance/Calculating eligible days present

Amount of time served per week:	Eligible days present/earned per week:
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four <u>or more</u> hours	Four days present (4-day week) Five days present (5-day week)

1. Excused absences
  - a. Student is too ill to complete school work.
  - b. Student is contagious
  - c. Family member is contagious
  - d. Student has a doctor's appointment
2. Unexcused absences
  - a. Unexcused absences may result in no grade (NG) and the need to reconsider Homebound Services.

F. Schoolwork

1. Textbooks
  - a. Textbooks should be provided to the student from his/her campus. School should check them all out to the student the day of the GEH meeting.
  - b. Parents are responsible for checking out and returning textbooks. Neither homebound instructors nor school personnel will be able to check out textbooks.
2. Make-up work
  - a. If the student has been out of school for more than five days prior to the initial General Education Homebound meeting, the family should request make-up work from the student's campus.
3. Extracurricular or employment
  - a. Students who are too ill to attend school are considered too ill to participate in extracurricular activities or to hold a job.
  - b. If the student exhibits the ability for such activities, the student would not continue with Homebound Services.
4. Student Work
  - a. The student's teachers must complete the Teacher Assignment Form (GEH # 4) each week and provide to the Homebound Teachers.

- b. The student's teachers must provide the assignments and the materials for the assignments weekly to the Homebound Teachers.
- c. When writing lesson plans for the week for the student on homebound, teachers must take into consideration the student is receiving much less direct instructional time due to the severity of the student's illness/injury than when the student is attending school for instruction.

G. Miscellaneous

- 1. Homebound Services are provided within the Aldine Independent School District boundaries.
- 2. Homebound instructors will not enter situations that are dangerous. This includes a home where any person has an infectious or contagious condition.
- 3. An adult must be present in the home with the student during the entire provision of Homebound Services. This is required even if the student is age 18 or older.

H. Transition from GEH to the classroom

- 1. Length of the transition period must be determined by the GEH committee based on the student's current medical information.
- 2. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

XXV. TRANSITIONAL INFORMATION

A. EC/PK to Elementary

- 1. Transitional information must be provided to parents at the end of the child's PK year prior to going to the elementary campus.
- 2. Placement information is provided to elementary campuses.
- 3. Cumulative folders, health folders, ESL/Bil/special education folders will be delivered to appropriate elementary campuses.
- 4. The following lists of students are required:
  - a. special education program (e.g., life skills, resource, inclusion)
  - b. ESL/Bilingual
- 5. Cumulative folders
  - Discipline
  - EIT (Early Intervention Team) documentation

XXVI. PARTY POLICIES

**THESE ARE THE ONLY SCHOOL PARTIES ALLOWED FOR STUDENTS.**

- A. Winter - A one hour party with refreshments can be held the last hour of the school day on the last day of classes prior to the mid-winter break.

- B. Valentine's Day - Valentines may be exchanged by the students. No refreshments will be permitted.
- C. Easter – pre-kindergarten is allowed to have Easter egg hunts on the school campus. Simple refreshments may be served the last thirty minutes of the day.
- D. **Surprise parties for students or teachers are not permitted.**
- E. Do not send cupcakes, cookies, cakes, candy, balloon bouquets or flowers to celebrate special occasions.
- F. Foods made available to students through school must comply with federal and state child nutrition laws and regulations as stated in Section 15, Cafeteria Policies. Refreshments served at school parties for students must be prepared in health inspected food service establishments such as the school cafeteria, a bakery, delicatessen, restaurant, etc.

#### XXVII. STUDENT TRANSFER

Students transferring from one school to another within the Aldine district, will have permanent records sent to the receiving school.

#### XXVIII. ENROLLMENT OF STUDENTS

##### A. Pre-Kindergarten

To be enrolled in either the Aldine ISD Pre-Kindergarten program or the Aldine ISD Head Start program a child must:

1. be four years old on or before September 1<sup>st</sup>;
2. be limited English speaking and/or;
3. meet the required economic guidelines;
4. be homeless, as defined by 42 U.S.C. Section 11302 and/or;
5. be the child/step-child of an active duty member of the US Armed Forces and/or
6. be the child/step-child of a member of the U.S. Armed Forces who was injured or killed while serving on active duty and/or
7. be or have ever been in the conservatorship of the Department of Family and Protective Services following an adversary hearing under Section 262.01, Family Code.

Enrollment for the Head Start program will be based on greatest need according to a predetermined criterion. A waiting list will be established when the Head Start program reaches full capacity.

#### XXIX. AWARDS

Awards are given to the following students:

- A. Those who have missed no days for the school year (perfect attendance); and



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

## SECTION THIRTEEN: ELEMENTARY SCHOOLS

### I. AN ALIGNED CURRICULUM

- A. An aligned curriculum is provided in the school district at all grade levels. The scope and sequence and supporting resources are located in the curriculum management system. Any variation from the designated curriculum must be discussed with and approved by the appropriate curriculum program director, director, executive director of curriculum and instruction, and the assistant superintendent of curriculum and instruction.
- B. Campus pilot programs are permissible in different subject areas provided they are approved by the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction, and closely monitored by the area superintendent and the building principal.

### II. CURRICULUM PROGRAM DIRECTORS

The curriculum support team includes the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction, directors and program directors for each content area.

The curriculum support team establishes and monitors the district curriculum aligned to the state standards, the Texas Essential Knowledge and Skills (TEKS), in all curricular areas. The directors and program directors work with campus personnel- teachers, skills specialists, and curriculum administrators- to develop or modify the curriculum and align district assessments.

The curriculum support team provides campus support to ensure classroom instruction is aligned to the district curriculum and assessments. Campus administrators will collaborate with the appropriate director/program director on any campus-based decisions concerning district scope and sequence or assessments.

### III. TEACHER PLANNING AND PREPARATION TIME

Each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period, a classroom teacher may not be required to participate in any other activity.

### IV. PLANNING AND THE LESSON PLAN FORM

- A. Lesson plans are to be completed in the curriculum management system submitted according to the campus plan weekly, and saved. Lesson plan notebooks will be saved in the teacher online library. Lesson plans will be approved by the curriculum assistant and principal. All lesson plans will follow the district lesson plan template.
- B. Lesson plans will be updated and monitored weekly by the principal or his/her designee.
- C. Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

### V. SIGN-IN AND OUT RECORDS

Each principal will maintain a sign-in and out register for all professional staff members. Time cards are to be maintained on all non-professional personnel.

VI. SUBSTITUTE TEACHER SIGN-IN AND OUT

A separate sign-in and sign-out record will be kept on all substitute teachers in order to be able to have accurate records for the business office. This record should include the social security number. These teachers are to follow the same work day as a regular classroom teacher. This record must be forwarded to the payroll office for pay purposes.

VII. TEACHER WORK DAY AND PROFESSIONAL DEVELOPMENT DAY SCHEDULES

School Day: Teachers	7:45 - 3:30	
	Office Personnel	8 ½ hours including 30 minute lunch

Bus schedules could alter sign in and sign out times. Any deviation from standard time for school start and end must be approved by the area superintendent.

Work Day Professional Development Day: 8:00 - 3:30

Building Professional Development schedules may be adjusted to 8:00-3:00 if building staff agrees to shorten the time allotted for lunch or to have a working lunch.

Teachers will be allowed to leave campus during lunch as long as they return to the campus on time. Teachers must sign in and out when leaving the campus and returning.

VIII. REGULAR DUTY

Teacher and paraprofessional duty time will be determined by the building principal. A duty roster will be given to each teacher and one will be posted in the office. Special duty is a vital part of every teacher's and paraprofessional's responsibility. It is imperative that each staff member assumes his/her share of the responsibility of a given assignment. Each staff member on duty is responsible for proper student conduct in and around his/her duty station; therefore, close observation is necessary.

IX. SUPERVISION

Students should never be left unsupervised. If it is necessary for a teacher to leave the classroom for any reason, a neighboring teacher, or some other person designated by the building principal may be requested to assume this responsibility.

X. ACCIDENT PREVENTION

Students are not to be allowed in any laboratory without the instructor being present. Safety rules should be on display.

Safety rules will be enforced at all times; this includes the wearing of eye protective devices when performing or observing experiments which may cause eye injury.

XI. FIRE PROTECTION REQUIREMENTS

It shall be the responsibility of the principal to see that the State Fire Prevention Regulations are met. A report to this effect must be filed each school year. The requirements are as follows:

**MINIMUM REQUIREMENTS**

Schools are encouraged to incorporate fire safety/fire prevention lessons into the curriculum. At the end of the year in the fire marshal's report, schools are required to provide a percentage of students who have had fire prevention instruction.

Curriculum guides are available from the Fire Prevention and Outreach section of the State Fire Marshal's Office at P.O. Box 149221, Austin, Tx 78714-9221 or online at [www.tdi.state.tx.us/fire/fmcurric.html](http://www.tdi.state.tx.us/fire/fmcurric.html).

### **Fire Drill**

One fire drill must be conducted each month and a record of these drills kept.

### **Reports**

Schools are required to maintain the fire drill and fire prevention forms at the campuses and turn them in to the director of safe and secure schools at the end of the year.

## **XII. GRADING POLICY**

Policies described are minimum district policies. Individual buildings may have additional requirements.

### **A. Grade Reporting**

Students will receive report cards at the end of each nine-week-period. Report cards must be signed by the parent and returned. If a student receives a grade below "70" or an "N" or "U" in any class on the report card, the parents will be notified of the need for a conference with the teacher who issued the failing grade. All conferences must be documented by the teacher.

1. At the end of the third week and sixth week of a grading period, the teachers will send progress reports home on every child. Teachers will phone parents of those students who do not return their signed progress report. A teacher will phone parents of any child who begins to fail after progress reports are sent home at the third week and sixth week. If the parent cannot be contacted by phone after reasonable attempts, a letter must be sent informing the parent of the child's progress. An error in notification will not necessarily result in a grade change.
2. The teacher will keep accurate grades. Grade book will be printed each nine weeks.
3. The grade reporting periods are determined by the district. The grade reporting period ends at the end of the school day on the last day of the grading period excluding final grading period. Cycle grades will not be exported into the curriculum management system before the end of the grade reporting period. The last nine weeks grade reporting period will end before the last day of the nine weeks.

Excluding the final grading period, report cards will go home at the end of the week following the end of the previous grading period.

### **B. Grading System**

1. All grades below 70 are failing.

2. The following grades will be reported.

100	-	90	=	A
89	-	80	=	B
79	-	75	=	C
74	-	70	=	D
69	-	0	=	F

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

3. Grades will be reported on a nine-week basis with a progress report at the end of the third week and sixth week of each nine weeks. If the progress report is not returned with parent signature, the parent is to be contacted by phone. If the parent cannot be contacted by phone after reasonable attempts, a letter must be sent informing the parent of the child's progress.
4. Prior to the nine-week grade processing date, teachers may assign a student a grade of "R" for the nine-week cycle average. The "R" will indicate that the student has a pending reassessment of an exam which was recorded as a major grade. All grades of "R" should be cleared based on a reassessment within ten instructional days following the grade processing date.

C. Averaging Outside Grades

1. Honoring Grades

- a. Grades will be honored from sending schools in accordance with school board policy.
- b. Grades will be honored from all sending schools in the United States, other countries, charter, private, home school, and federally funded schools where the grades can be converted to our grading system.

For grades that are not numerical from outside AISD:

E = 95

S = 85

N = 75

U = 65

2. Calculation for Transfer Grades

When a child enters during a grading cycle, the child's average from the sending school will be assigned an equal number of times to the number of grading cycles for the same period of time. The child's average from the sending school will also be assigned an equal number of times to the number of grades the teacher has in his/her gradebook (electronic) for the same period of time.

Example:

The student enters from X School in XISD during the third nine-week grading period. The student has an average of 81% in Math. The teacher enters the average of 81% as the grade for each assignment in the gradebook that was scored prior to the student's arrival. The school

will enter the 81% as the student's cycle grade for the first two nine-week-grading periods.

Teacher's Gradebook:

Assignment	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>Math Cyl Avg</u> = 85%
	81%	81%	81%	81%	81%	99%	90%	89%	
	X School XISD					Aldine School			

Report Card Cycle Marks for Math:

<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 3</u>	<u>Cycle 4</u>
81%	81%	85%	87%
X School XISD		Aldine School	

3. Students who have not received a cycle grade from the sending school: Withdrawal grades will be used for any missing Aldine cycle grades and gradebook scores.
  4. After a student receives a cycle grade from the sending school, only the average of the cycle grades will be used for any missing Aldine cycle grades and gradebook scores.
  5. If a student is transferring into the district with no prior grades, the student will not be given a cycle average unless he/she has 4 daily grades, 1 major grade, and 1 homework grade.
  6. Transfer grades are calculated the same for students transferring from a school within the district and for students coming from a school outside of the district.
- H. Students must be in attendance a minimum of 90 days each semester in order to receive credit for a class. An attendance committee may grant exceptions for extenuating circumstances.

XIII. GRADING

A. Kindergarten

1. The grading system below will be used in the areas of Reading, Written Communication, Math, Science, and Social Studies.

E = Excellent  
 S = Satisfactory  
 N = Needs Improvement  
 U = Unsatisfactory

For Kindergarten, only grades of E, S, N and U should be entered into the district's electronic gradebook. If grades were assessed numerically, then teachers should use the following conversion scale to convert grades to E, S, N and U.

90 to 100	E
80 to 89	S
70 to 79	N
69 or Below	U

2. **Grades** - A minimum of 2 grades per subject per week must be recorded in each nine-week grading period. All grades must be based on the TEKS provided for each subject.

**Benchmark Assessments:** All district- required benchmark assessments MUST be included in the nine weeks they are administered. A district-wide common assessment calendar will be developed each year and provided to each campus. Benchmark exams will be given in science, math, language arts, and social studies.

**Daily grades may consist of, but are not limited to, the following:**

- performance-based assessments
- special projects
- interim work for projects
- portfolios
- group / individual projects and assignments
- hands-on activities / labs
- lab reports
- class / group work (cooperative learning, etc.)
- vocabulary assignments
- learning centers / workstations
- computer activities
- notebooks
- activities from adopted text series
- journals
- writing processes (prewriting, drafting, revising, editing, publishing)
- informal compositions
- listening/speaking skills or presentation skills

**B. Grades 1-4**

1. Students will receive weighted numeric grades in Reading, Math, Science, Social Studies and Written Communication

2. Percentages for major and daily work:

Major	Daily	Homework
60%	30%	10%

3. **Major Grades** - One major grade spread out during each three-week period so there is a balance during the progress reporting period. All district-required benchmark assessments MUST be included as major grades in the nine-weeks that they are administered.

Major grades may consist of, but are not limited to, the following:

- nine weeks tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances,

- speeches, etc.)
- performance-based assessments
- book reports/critiques
- compositions
- portfolios

A district-wide common assessment calendar will be developed each year and provided to each campus. Nine-week common assessments and benchmark exams will be given in science, math, language arts, and social studies.

4. **Daily Grades** – A minimum of fifteen TEKS/benchmark based daily grades must be recorded per grading period: at least two per week with a minimum of fifteen. In Reading, the daily grades **MUST** include at least two grades assessing reading fluency. In Math, no more than two of the fifteen daily grades should assess Math facts.

Daily work may consist of, but are not limited to, the following:

- group / individual projects and assignments
- hands-on activities / labs
- class / group work (cooperative learning, etc.)
- vocabulary assignments
- fluency probes
- learning centers / workstations
- chapter/unit tests (if applicable)
- lab reports
- computer activities
- notebooks
- vocabulary/spelling tests and/or assignments
- interim work for projects/papers
- quizzes
- activities from adopted text series
- journals
- writing processes (prewriting, drafting, revising, editing, publishing)
- informal compositions
- portfolios
- speech / communication / presentation skills

#### Grades K-4

1. The grading system below will be used in the areas of Handwriting, PE / Wellness, Fine Arts, Music, Art and Conduct

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Non-weighted classes will use the Daily category in the gradebook for all assignments.



a. Handwriting Grades K-4

At least one grade should be taken weekly. The grade may come from independent student practice on daily work. Emphasis should be placed on the application of legible handwriting in all curriculum areas.

b. Physical Education/Wellness

A minimum of three (3) assessments will be documented each nine weeks grading period. Teachers will use marks of E, S, N, and U to indicate performance and mastery of Texas Essential Knowledge and Skills (TEKS) found in the Elementary Physical Education Resource Guide.

A conduct grade must be noted in the comment section.

c. Fine Arts

1. Creative Drama

Creative Drama will be addressed through an integrated approach with documentation of Texas Essential Knowledge and Skills (TEKS) reflected in the teacher's grade book.

2. Music

A minimum of one (1) assessment will be documented each nine weeks grading period. Assessments may be in the form of performances, visual student response, or written response. Teachers will use marks of E, S, N, and U to indicate performance and mastery of Texas Essential Knowledge and Skills (TEKS) found in the Elementary Music Curriculum Guide.

E – Excellent performance

S – Satisfactory performance

N – Performance needs improvement

U – Unsatisfactory performance

d. Visual Arts

The assessment of a child's progress in art is based on the child's mastery of the Texas Essential Knowledge and Skills (TEKS) for art. A child's grade in art should not be based on a teacher's quality judgment of the child's artistic talent as represented by the art work produced. A child's progress in art will be recorded in several ways:

1. Pre-test and post-test. Each student will complete the four pre-test and post-test art projects in the Elementary Art Resource Guide at the beginning and at the end of each school year.

2. Art Portfolio or Folder. Students will maintain throughout the school year a portfolio or folder of art work created in

conjunction with the district adopted textbook. Three-dimensional art (sculpture, crafts, etc.) may be stored or sent home. The art portfolios or folders should be sent home for parent or guardian signature at least once every nine weeks.

3. Grading Lessons. Each teacher should record a grade for each lesson completed in the Lessons Booklet.
4. Art Grading Policy. Each teacher will assign a letter grade the child earned in his/her class for a nine weeks period. The grade of "E" indicates excellent participation in the art program; the grade of "S" indicates satisfactory participation; the grade of "N" indicates that the child's participation needs improvement; and the grade of "U" indicates unsatisfactory participation.

A conduct grade must be noted in the comment section.

- e. Theater Arts will be addressed through an integrated approach with documentation of the Texas Essential Knowledge and Skills reflected in the teacher's grade book.
- f. Computer Literacy  
Computer literacy will follow the Texas Essential Knowledge and Skills objectives and the elementary curriculum guide.
- g. Foreign Language is an optional program considered to be enrichment with grading and assessment incorporated into their other classes.

#### XIV. HOMEWORK POLICY

##### A. Kindergarten

1. Homework will be assigned by the classroom teacher when it is deemed necessary to provide extra practice, maintenance of skills, or review of skills.
2. Classwork should not be considered homework.
3. Homework assignments should not exceed twenty minutes.
4. The teacher will follow-up on homework assignments.
5. A system of credit/noncredit should be established to show whether students have completed homework assignments. Homework will be checked on a daily basis.

Examples: Rewards for Credit

Certificates  
Happy Grams  
Stars  
Checks

##### B. Grades 1-4

1. Class work should not be considered homework.

2. Total homework assignments should not exceed 45 minutes. Special projects may require more time. Teachers at departmentalized campuses should consider assigning homework on alternating nights, so that homework overload does not occur. The daily 45 minute homework will include independent reading and written assignments.
3. The teacher will follow-up on homework assignments.
4. Homework will be checked daily.
5. At least one (1) homework grade is required each grading period with the exception of non-weighted classes.

#### General Homework Information for Grades K-4

It is expected that most homework be done out of class. However, it must be noted that any assignment should be thoroughly discussed and explained in class. In many subjects, it is best to give the students time in class to begin work on the assignment to insure that they understand what is expected.

Homework should be purposeful and adjusted to the needs of the individual student. A discussion of the homework assignment, the purpose of the assignment should be made clear to the students. Often assignments appear to the students to be a meaningless, time-consuming task. Sufficient explanations must be given so that students know:

- How the assignment is related to the topic under study
- The purpose of the assignment
- How the assignment might best be carried out
- What needs to be done to demonstrate that the assignment has been completed

It is good practice to write the assignments on the overhead or chalkboard and then see that the students write their assignments down in the assignment section of their notebooks.

The following are guidelines to be used by the teacher in making homework assignments:

1. Is the assignment a logical outgrowth of the work of the class?
2. Is the assignment meaningful and carefully planned rather than busy work?
3. Do the students understand the content/skills/concepts with which the assignment is concerned to such a degree that incorrect learning is not being reinforced?
4. Do the students fully understand the directions? Have the students written down the pertinent directions? Are the directions on printed material?
5. Can the assignment be adapted to fit students' abilities and to minimize their limitations?
6. No homework should be assigned as a punitive measure.
7. Is a long-range homework assignment such as reading a novel or developing a project extended over an adequate amount of time? Are periodic deadlines built into the long-range assignment? Will several grades/checks be taken on the long-range assignment during the time allotted to insure students are on task and that they understand the assignment?
8. Homework should not be used to teach complex skills. It should generally focus on simple skills and material or on the integration of skills already possessed by the student.

If the above are followed as principles and procedures for assigning homework, then there need not be any specific guidelines concerning the maximum length of time students should spend on homework.

#### XV. MAKE-UP WORK

Work assigned on the day of an absence must be completed and given to the teacher. It is the responsibility of the teacher to provide make-up work when the student returns to class. The

student is expected to complete and submit the make-up work. No penalty is to be attached to make-up work turned in within three school days of returning to class for any absence.

For extended absences of more than three school days, special arrangements need to be made with the teacher for makeup work.

When students are absent for several days, the school will help in getting assignments from teachers. Parents will need to call a day in advance to make these arrangements.

## XVI. INSTRUCTIONAL INTERVENTION – RE-TEACHING/REASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher's gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher's grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

### Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher's grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.
- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will receive a 0 and will not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).
- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

## XVII. PROMOTION/RETENTION/PLACEMENT POLICIES

### 1. Promotion

- a. Students in grades 1-4 must achieve an overall average of 70 or above in reading and mathematics to be eligible for promotion.

- b. A student who fails both reading and math will not be eligible for promotion.
- c. Students must pass all sections of the STAAR to be eligible for promotion.
- d. Students who have failed reading or mathematics and/or a STAAR exam(s) must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.
- e. Students who fail reading or mathematics and/or a STAAR exam(s), and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous decision made by the Grade Placement Committee (GPC).

The GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:

- i. Component 1: evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories

The following information will be used to determine evidence of satisfactory student performance:

Writing Folders

Satisfactory scores on writing assignments

Benchmark Assessment Scores

Passing grades of at least 85 or above on reading and math tests

Report Card Grades

Students must pass each core class (reading, English, math, science, and social studies) in order to be promoted.

Norm-Referenced Tests

Texas English Language Proficiency Assessment System Results

TELPAS Reading (ADVANCED)

Checkpoint Tests

Average of 85 or higher on checkpoint tests in reading and math

Teacher Observation

Inclusion information through the ARD

- ii. Component 2: the recommendation of the student's teacher(s)
- iii. Component 3: extenuating circumstances that have adversely affected the student's participation in either the required assessments or accelerated instruction

iv. Component 4: The following information will be considered as appropriate:

Enrollment data: mobility and attendance

Previous records of retention and student's age

Universal Screening Data

Record of previous intervention, Individual Intervention Plan

Previous referrals for special education

Documentation of the Early Intervention Team

Schedules and notes from parent conferences

Parent contacts

Any other appropriate information from the student's cumulative folder

f. Elementary students whose report card grades in any subject area are less than 70 may not participate in any extra curricular activity during the succeeding three-week period. At the end of the next three-week reporting period, if the student's grade is 70 or above, he/she may be reinstated in the extra curricular activity.

## 2. Retention

With approval of a committee consisting of at least the student's teacher or teachers and two administrators, one of whom shall be assigned above the campus level, and permission of the parents or guardian, a second retention within grades K-4 and 5-8 may be allowed.

## 3. Placement

- a. A student may be placed in the next grade level by the building principal if he/she is achieving at a level that is not significantly lower than other students at the grade level.
- b. Students placed in a grade level will be assigned to a remedial program.

## 4. Remedial Programs

- a. Title I: Student may be placed in the program on a priority basis for reading and/or math if they meet specified criteria.
- b. Tutorial Classes: Any student who is not meeting minimum grade level requirements in language arts, mathematics, science or social studies may participate in tutorial classes.
- c. STAAR: Students who are not mastering the STAAR Reporting Categories in reading, writing and/or mathematics may participate in the STAAR Remediation Program.
- d. Extended Year/Extended Day: Students who are performing below grade level in an academic area will be considered for placement in the extended year program.
- e. Accelerated Program for children in kindergarten through grades 2: Kindergarten through grade two students identified as at-risk through TPRI results and other criteria will attend a summer program to accelerate reading skills.
- f. Accelerated Instruction during Extended Year: Students may attend accelerated instruction during extended year school for reading, math, science, or social studies. Each of these curriculum areas will be offered if the demand is great enough.

5. Encounters (G/T) Program Student Review

By April of each year, the principal of each elementary school will direct G/T teachers and counselors to review the progress of each G/T student. If any student is not performing to a level that is acceptable to remain in his G/T component, the student will be referred to the G/T screening committee for evaluation. (Sufficient documentation of parent contact must be in the student folder.) The screening committee will review, evaluate, and recommend continued placement or removal from the G/T component.

6. Additional Promotion Standards

- a. Limited English Proficient students must make a minimum of one year's growth in English/reading to be promoted.
- b. Students in grades 3 and 4 who do not pass all parts of the STAAR test must participate in accelerated instruction in order to be eligible for promotion.

7. Second Retention

- a. A principal may determine that a second retention may be necessary based on lack of appropriate academic progress.

8. Placement

- a. A student may be placed in the next grade level by the building principal if he/she is achieving at a level that is at principal or committee discretion.
- b. Students placed in a grade level will be assigned to intervention program(s).

9. Special Programs

- a. **Tutorial Classes:** Any student who is not meeting minimum grade level requirements in language arts, mathematics, science or social studies may participate in tutorial classes.
- b. **TAKS:** Students who are not mastering the TAKS objectives in reading, writing and/or mathematics may participate in the TAKS Intervention activities/programs.
- c. **Title I:** All schools in Aldine ISD have school-wide Title I programs. All teachers and students may benefit from the program funds with an emphasis being given to those students needing instructional assistance in language arts, mathematics, science, or social studies.
- d. **Promotional Summer School:** Students may attend promotional summer school for reading, math, science or social studies. Each of these curriculum areas will be offered if the demand is great enough.
- e. **Extended Day/Week/Year:** Students needing additional instruction can be served through extended day/week/year. This initiative can be funded through various fund sources.
- f. **Accelerated Program for Kindergarten through 4<sup>th</sup> Grade Children:** Kindergarten through 4<sup>th</sup> grade students meeting program criteria (TPRI/Tejas Lee results, ITBS results, report card and STAAR results) will benefit from supplemental instructional opportunities.
- g. **Dyslexia:** In grades K-4, at any time that a student continues to struggle with one or more components of reading, the individual school will collect additional information

about the student. Schools will use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. A 504 committee determines the identification of dyslexia after reviewing all accumulated data including a formal assessment. Students with dyslexia will be placed in Aldine's Multisensory Academic Program for dyslexia intervention. Students will attend intervention in accordance with Tier III/RTI recommendations and progress monitoring will occur weekly. Upon completion of the dyslexia intervention program, students will be placed on monitor status. Students who have been exited from dyslexia intervention will be monitored every nine weeks for the first year and every semester thereafter through grade 12. Annual 504 meetings will occur between November and December each school year to ensure that proper accommodation plans are in place to meet each individual dyslexic student's needs.

- h. **SNAPP Program:** SNAPP (Students Need a Pat and a Push) is a program designed to increase graduation rates for at-risk students. Through early identification, the SNAPP program can reinforce successful and appropriate behavior. Students will be provided support through individual, group, and peer counseling.
- i. **VISA Program:** VISA (Volunteers In Schools in Aldine) is a program designed to involve parents in school.
- j. **Gifted/Talented Program/Encounters:** For students who have been identified as having specific academic aptitude in mathematics, language arts, social studies and/or science are provided special instruction. The lessons are differentiated and individualized.

#### XVIII. EXTENDED YEAR/ENRICHMENT

- A. Each elementary school will offer extended year for promotion needs and may offer:
  - Art enrichment, computer enrichment, science enrichment, etc., as needed, as well as,
  - Special language programs and,
  - Special Education Extended School Year (ESY) will be provided as a result of ARD decision, usually at a centralized location.

- B. Bus transportation will be provided for students.

**NOTE:** All teachers hired for summer school/extended year will be paid \$25.00 per hour. Special Education teacher pay is \$35.00 per hour.

#### XIX. FIELD TRIPS

- A. Field trips must be of an educational nature.
- B. Requests must originate with the building principal and be approved by the area superintendent.
- C. All trips need to be planned well in advance and have a written bus requisition submitted by the designated date each month for the following month's trips.
- D. All free/reduced price students must be allowed a sack lunch meal from the school cafeteria which meets child nutrition regulations. Paying students must be allowed to choose the same lunch to be paid for at the regular lunch price so as not to identify the free/reduced students. Student meal accounts may be used. The cafeteria manager must



have at least two weeks advance notice so she may order the food for these lunches. A field trip form must be completed by the adult in charge.

- E. If possible, all costs associated with a field trip should be funded by campus organizations or special revenue funds. When necessary, campuses can ask all students to pay the same nominal charge for field trips. Funds collected from students can only be used to pay for field trip expenses and cannot be transferred to other accounts. All funds must be receipted through Aldine.
- F. Every child needs written parental permission **before** going on a trip.
- G. An approved list of field trips is maintained by the area superintendent.
- H. Trips should be scheduled from October through April in order to alleviate transportation problems. Plan to schedule field trips on Tuesday through Thursday. Exceptions must be approved by area superintendent.
- I. Field trips are not to be extended beyond 100 miles from Aldine ISD.
- J. Elementary students do not participate in overnight field trips.
- K. Children not enrolled in the class/grade/school may not ride the bus.
- L. Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- M. Field trips funded through special program funds must meet the requirements of the funding source. Lesson plans must document pre and post educational field trip activities.
- N. Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- O. Any parent or adult who volunteers regularly with students must have a criminal background check.
- P. Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

### **GUIDELINES AND REGULATIONS GOVERNING FIELD TRIPS 2012-2013**

1. Requests for field trips or athletic activities must be submitted to the Area Superintendent, Athletic Director, Director of Performing Arts, Executive Director of Special Education or Director of Career and Technical Education by the **5<sup>th</sup>** of the month prior to the month the trip is scheduled. *Approved requests should then be submitted to the field trip office by the **15<sup>th</sup>** of the month prior to the month of the field trip. **This is Aldine School Board Policy.***

Do not send field trip forms directly to the Transportation department. Your Area Superintendent or Executive Director/Director has to approve them before sending them to Transportation.

Late field trip requests must be walked through to your Area Superintendent or Executive Director/Director and then to the Transportation department.

***Field trip requests cannot be assured during regular route times which are 5:30 a.m. - 9:00 a.m. and 1:30 p.m. – 5:00 p.m.***

***All general field trips must return to their home school by 2:00 p.m. All special education field trips must return by 1:30 p.m.***

Calling to verify the field trip the week before is highly recommended.

2. At least one sponsor is required on each bus for all field trips; they must ride the bus to and from the destination. No more than four parent chaperones are allowed on each bus. It is recommended that the sponsor sit in the back of the bus to keep an eye on the students.
3. The sponsor must provide directions or a map for any destination outside of the Aldine district. Also, verify intended route with driver before departure, this will ensure that there are no misunderstandings.
4. All field trip destinations must be within Harris County on a school day.
5. Sponsor must notify the field trip office about changes when a bus request is received with dates and/or times TBA (to be announced). The TBA arrangements must be cleared up as soon as possible to prevent problems.
6. Please notify your teachers that if they request a bus to shuttle them to an event, they need to be ready when the bus arrives. Example: soccer team needs to leave at 4:15 p.m.; they must be ready to leave at that time. A different driver will pick them up so the location of the pick up needs to be verified.
7. Sponsor or sponsors are responsible for conduct and housekeeping on the bus. It should be the duty of sponsors to inspect conditions of the bus (with the driver) before loading students. It is also the responsibility of the sponsor to make an inspection after the trip is completed. Property damage to the bus by students while on a trip must be reported to the transportation administration. The guilty party will be expected to pay for all damages. The transportation department is not responsible for any items left on the bus by students, sponsors or the sponsoring organization.
8. Large objects that cannot fit in the seats are not allowed. It is a federal law that aisles and all emergency exits on buses are kept clear at all times.
9. A large bus can hold 60 elementary students, 50 middle or intermediate students, 45 high school students. On a general field trip, the maximum number of parents per bus are 4.
10. Overnight field trips: All expenses will be paid by the sponsoring organization. No driver should be expected to pay their own expenses for meals or lodging. All arrangements must be made prior to departure. Meal money: Breakfast **\$12.00** – Lunch **\$12.00** – Dinner **\$12.00**. If your trip begins at 6:00am or before the sponsor must provide breakfast. The meal money must be given in cash to the driver. Drivers must be provided with their own room or if they must share a room with another driver, they must have their own bed. Drivers are not allowed to share a room with a sponsor, teacher or student.
11. The transportation department has no provision to pay fees for toll roads. If a route via the toll road is desired the sponsoring group needs to arrange toll payment before entering the tollway.
12. If a trip is rescheduled, the sponsor must notify your Area Superintendent or Executive Director/Director of the change, then notify the Transportation department. If the sponsor wants to reschedule for a month out or more, please send in new paperwork.

13. Sponsors are responsible for notifying Transportation if a field trip has been cancelled. Any trip cancelled with less than 24 hours' notice will result in a minimum charge of **\$20.00** weekdays and **\$35.00** weekends, plus the In-district or the Out-of-district fee, plus the driver's waiting time at the school, unless approved by a Transportation Administrator.
14. All rules and regulations that apply to students for regular transportation also apply for extra curricular trips. Sponsors are required to enforce these regulations. In addition, please observe the following:
  - A. The sponsor is responsible for all discipline on the buses at all times.
  - B. No glass containers of any kind are allowed on the bus. Ice chests with lunches and canned drinks may be carried on the bus, but only bottled water can be consumed on the bus.
  - C. No food products can be consumed on the bus.
  - D. No animals of any kind are allowed on the bus.
  - E. On a regular field trip, only drivers, sponsors, chaperones and participants may ride an extra curricular bus. No spouses or children of drivers or sponsors are allowed.
15. No smoking or use of any tobacco product is permitted on any A.I.S.D. bus.
16. State law regulates the maximum speed limit of buses to 55 M.P.H. on interstates and highways, outside the city limits. The speed limit is 50 M.P.H. within the city limits. Please do not ask to go at a faster speed.
17. Organizations cannot paint or place signs or banners on the bus. No item may be placed on a bus which impairs the vision of the driver.
18. No Aldine I.S.D. bus is allowed to travel to any individual home (students, teachers, sponsor, or driver) for any reason unless approved by a Transportation Administrator.
19. Any questions regarding field trips can be directed to Helen Bigley (East side) at (281) 985-6627 or Terri Walker (West side) at (281) 878-7808.

## XX. TESTING PROGRAMS

- A. Stanford 10  
Administered in the fall to all students in grades 1-3 except grade 1 bilingual.  
Administered in the fall to all Limited English Proficient (LEP) students in grade 4
- B. State of Texas Assessments of Academic Readiness (STAAR)  
Administered in the spring to students in grades 3 and 4
- C. Texas English Language Proficiency Assessment System (TELPAS)  
Administered in the spring to all Limited English Proficient (LEP) students in grades K-4
- D. Texas Primary Reading Inventory (TPRI)  
Administered to English and English as a Second Language (ESL) students in grades K-2

- E. Tejas LEE  
Administered to bilingual students in grades K-2
- F. Testing programs for students receiving special education services  
See Section 23, VII – Participation in State and Local Assessments A-J

XXI. PAID ASSEMBLIES

Paid assemblies and/or entertainment will be approved by the principal. All schools will be limited to **three paid** assemblies involving outside entertainment. Grant funds cannot be used to provide additional paid assemblies. It will be the principal's responsibility to determine that only quality entertainment is used.

Programs, assemblies, concerts, plays, etc., from other schools in the district, must be scheduled through all involved principals.

XXII. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

- A. salespeople, vendors, agents, etc. who are directly involved in school fundraisers or other school functions;
- B. those individuals listed above must have a vendor letter for the current school year signed by the director of special programs.

XXIII. LOCAL FUND RAISING ACTIVITIES

The purpose of fundraising activities is to provide additional financial support to the academic, co-curricular and extra-curricular programs available to students on campus.

Campuses may conduct fund raising activities throughout the school year. Consideration must be given for minimum disruption of instructional time during the school day.

Raffles, lotteries and other games of chance are prohibited by State Law, and shall not be conducted on school property or by school organizations.

Organizations identified as a non-profit with a 501(c) status are not permitted to conduct raffles, lotteries and other games of chance on district property.

All fund raising activities must be approved and scheduled through the building principal with specific goals for the activity stated in the proposal. The principal will schedule fund raising activities based on three general criteria:

- length of time required for the fund raising activity
- number of fund raising activities scheduled for any given time period
- number of fund raising activities scheduled for any one program or organization

Students who participate in fund raising will be held accountable for those items which they volunteer to sell or the money which will be generated by the sale of those items.

Parents must consent for their child to fund raise by signing the appropriate form and understand that they are held accountable and responsible for fund raising items and monies.

Students will not be allowed to conduct fund raising activities door-to-door or on the street.

#### XXIV. LIBRARY FINES: GRADES K-4

- A. The elementary classroom teacher is responsible for ensuring that students have the opportunity to turn in library books on or before the due date.
1. Overdue fines are not charged for students in EC/PreK through 4<sup>th</sup> grade. However, all students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.
- B. Specific policies regarding lost or damaged library materials are:
1. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.
  2. When a lost item has been paid for and then is found and returned in good condition before a replacement is purchased, the school owning the material will issue a refund to the student.
  3. The student does not need to be enrolled in the school owning the item at the time it was lost to receive a refund.
  4. The information literacy specialist and the principal have the option to assess a damage fine when a lost and paid item is returned to the library with minor damage.
  5. **If the lost item is paid for, and then returned in an unacceptable condition, the information literacy specialist and the principal may decide not to issue a refund.** In this case, all **identification marks** should be removed or blocked out and the item should be returned to the student.
  6. After a replacement title has been purchased, the student is not entitled to a refund if the item is found and returned. The item then belongs to the student. In this case, all **identification marks** should be removed or blocked out.
  7. After a student has paid for a book damaged beyond repair, **it is his or her property.** In this case, all **identification marks** should be removed or blocked out.
  8. School policy determines if students with long overdue books or outstanding fines are to be restricted in their use of the Library Media Center.
  9. Students are also responsible for paying damage fees, according to the fee schedule below, for repairable damage to library items.
    - Missing barcode and/or spine label and/or date due slip – up to \$2.00
    - Torn pages – up to 25% of cost of book
    - Ink or pencil marks (minor) - \$1.00 per page
    - Ink or pencil marks (major) – 25% of cost of book
    - Loose bindings (due to misuse) – 50% of cost of book
    - Missing pages – 100% of cost of book
    - Obscenities (drawn or written) – 100% of cost of book
    - Damages that prevent re-issuing book – 100% of cost of book

NOTE: If a student pays for a book in full (100%), he/she is entitled to keep that book.

D. Procedures:

1. A pre-numbered Aldine ISD receipt **must be** issued to the student when a lost or damaged item is paid for.
2. Money collected for lost or damaged library items must be turned in to the school bookkeeper for deposit.
3. A receipt confirming the amount deposited must be given to the information literacy specialist.
4. Money collected for lost or damaged library materials **must be used to purchase replacement copies**. If a specific title is no longer available, the information literacy specialist should purchase a similar title.
5. All receipts must be documented on an official pre-numbered Aldine ISD receipt book.

XXV. ATTENDANCE POLICY

Every child in the state who is six years of age or who is less than six years of age but has previously been enrolled in the first grade, must be enrolled in school. Students must continue to be enrolled in school until their eighteenth (18<sup>th</sup>) birthday occurs. A student must attend school a minimum of 160 days.

Absences from school shall be of two types, excused and unexcused. Excused absences can be made up and credit for make-up work recorded. Missed work for unexcused absences can be made up but the maximum grade will be a 70. Excused absences are granted for the following reasons:

- a. Personal illness
- b. Serious illness or death in the student's immediate family
- c. Emergency medical or dental attention
- d. Absences approved by the principal in advance
- e. Observance of religious holy days that require the student's participation.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make-up schoolwork missed on those days.
- f. Weather or road conditions making travel dangerous
- g. Quarantine
- h. Temporary absence resulting from health care appointments, if that student commences classes or returns to school on the same day of the appointment.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make up schoolwork missed on those days.

Students must bring a note from the parent or guardian requesting an excused absence for one of these reasons. In the case of an absence due to a health care appointment, a note from the health

care professional's office and signed by that professional, must be brought to the school. These notes will be kept on file in the attendance office. Unexcused absences include but are not limited to truancy, missing the bus, over-sleeping, any excused absence without the required notes, and absences not excused in advance by the principal. If a student is in attendance fewer than 160 days for grades K-6, the student will not receive credit.

An attendance committee may grant exceptions for extenuating circumstances.

**Participation in school sponsored activities will not be counted as an absence.**

Attendance is taken at a set time during the second instructional hour of the day for all grades. Students will be marked tardy if they arrive after school starts and prior to the official attendance time. Students not at school at official attendance time will be marked absent. Students will receive a perfect attendance certificate for being present each day of the school year.

**TEC§ Sec. 25.085 states that “a child shall attend school each school day for the entire period the program of instruction is provided”.**

A school day shall be at least seven hours each day, including intermissions and recesses (TEC§ Sec. 25.082).

A child shall not have unexcused absences on 10 or more days or parts of days within a six month period in the same school year or on three or more days or parts of days within a four-week period from school (Family Code Sec. 51.03). A student must attend school a minimum of 160 days.

Failure to comply with these laws will result in legal prosecution and will subject the parent/guardian to a fine at the recommendation of the principal. Each day the child remains out of school after a warning is issued will constitute a separate offense.

When students quit attending school without formally withdrawing, they are to be withdrawn **BACK TO THE FIRST DAY OF NON-ATTENDANCE** after 10 days of absences AND no successful contacts with the family. School **MUST** make attempts to contact the students/families and should involve the attendance and police officers as appropriate. Attendance officers can file on withdrawn students to involve the courts in helping to enforce compulsory education laws.

**XXVI. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)**

**A. General Education Homebound Program Criteria (GEH)**

1. Student is expected to be confined at home or hospital bedside for a minimum of four (4) consecutive weeks.
2. Student is expected to be confined at home or hospital bedside within Aldine ISD boundaries for **medical reasons only**.
3. The medical condition is documented by a **physician** licensed to practice in the United States.
4. Students must be served by a certified general education teacher.

**B. Steps for General Education Homebound Consideration**

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc.
2. Nurse explains criteria for placing a student on homebound (Criteria-doctor expects the student to be out of school for a minimum of four consecutive weeks from the date the doctor completes the Medical Evaluation)

3. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 **has parent sign consent for school to speak to doctor, gives parent homebound parent letter, and has parent sign Receipt of Homebound Information (GE-0009).**
4. Nurse notifies administrator of possible homebound placement.
5. IF STUDENT DOES NOT WARRANT HOMEBOUND:
  - a. Nurse notifies Campus Administrator
  - b. Campus Administrator notifies Parent
  - c. If parent disagrees, Nurse notifies Program Director of Health Services as an independent mediator
6. IF STUDENT WARRANTS HOMEBOUND:
  - a. Nurse notifies the campus EIT coordinator to schedule a GEH Meeting
  - b. GEH Meeting is held, nurse notifies Homebound immediately.
7. EIT Coordinator makes a copy of the forms: GEH # 1, GEH # 2. EIT Coordinator collects the student's class schedule, a copy of the student's transcript, a copy of the student's most recent report card and a copy of the student's blue card. Send the copy of all of these documents to Homebound Services in a folder within 2 days of the General Education Homebound Meeting. Keep the originals on the home campus.

C. General Education Homebound Meeting

1. Role
  - a. Review and consider the necessity of providing instruction to a general education student at home/hospital bedside.
2. Decisions must be made by the General Education Homebound Committee
  - a. Consideration of physician's information (In making these decisions the GEH committee must consider the physician's information. However, the physician's information is not the sole determining factor in the committee's decision making process).
  - b. If the decision is to provide general education homebound services, then the committee must determine the type and amount of instruction to be provided to the student and the subjects that will be taught on Homebound. Due to limited direct instructional time from teachers, these types of classes may be deemed inappropriate for Homebound Services by the committee: some electives, labs, AP level classes, etc.
3. Requirements to Consider
  - a. Using the General Education Homebound Meeting Form (GH # 2) which documents GEH committee decisions regarding whether or not a student is to be served through GEH.
  - b. The GEH committee must review the Medical Evaluation Report from the physician (GEH # 1) stating the student has a medical condition



which requires the student to be confined at home/hospital bedside for a minimum of four (4) consecutive weeks.

- c. The GEH committee must review data to help determine the number of hours per week and the classes to be taught during Homebound Services **such as:** the health of the student--is the student capable of maintaining the rigor of the subject matter and course work as is or will it have to be significantly modified? What are the critical subjects that Homebound could provide that can maintain the integrity of the subject/course? Due to the severity of the illness/injury, in many cases four hours a week (the minimum) may be the limit of direct instructional time a student can attend without fatigue or detriment to the students health may occur; the length of time the student will be on homebound---will it be long term or only for 4-6 weeks?; the student's attendance---is the student able to attend school for even 1 or 2 periods a day to access classes and would this be better for the student than Homebound Services?; grades---what are the current and past grades of the student? If the student is not doing well, would it be best to drop the course until the student can return to school?; is there a better way to obtain instruction in the course--could the work and tests generated by the student's general education teachers be transported another way that would maintain the expectations of the course? Is the general education teacher willing to support the student if the work is transported back and forth? Could email for assignments be utilized? Could PLATO be utilized (if the home has internet access?)
- d. The GEH committee must document on the form (GEH # 2) the committee's decision regarding the type(s) and amount of instruction to be provided to the student. This must include the designated amount of time per week that instruction will be provided and for what subjects.
- e. Documentation of the day(s) homebound instruction started and stopped.

D. Meeting to Return the Student to School

- 1. When the physician provides a medical release date to return to school, the GEH Committee meets and completes the GEH form # 2 to dismiss the student from Homebound Services. The parent could participate by phone if they wish.
- 2. File the General Education Homebound Summary Form # 3 and the General Education Homebound Teacher Contact Log Form # 5 along with the other General Education Homebound Forms from the first meeting in the student's cumulative folder.

E. Attendance/Calculating eligible days present

Amount of time served per week:	Eligible days present/earned per week:
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four <u>or more</u> hours	Four days present (4-day week) Five days present (5-day week)

- 1. Excused absences
  - a. Student is too ill to complete school work.

- b. Student is contagious
    - c. Family member is contagious
    - d. Student has a doctor's appointment
  - 2. Unexcused absences
    - a. Unexcused absences may result in no grade (NG) and the need to reconsider Homebound Services.
- F. Schoolwork
  - 1. Textbooks
    - a. Textbooks should be provided to the student from his/her campus.
    - b. Parents are responsible for checking out and returning textbooks. Neither homebound instructors nor school personnel will be able to check out textbooks.
  - 2. Make-up work
    - a. If the student has been out of school for more than five days prior to the initial General Education Homebound meeting, the family should request make-up work from the student's campus.
  - 3. Extracurricular
    - a. Students who are too ill to attend school are considered too ill to participate in extracurricular activities.
    - b. If the student exhibits the ability for such activities, the student would not continue with Homebound Services.
  - 4. Student Work
    - a. The student's teachers must complete the Teacher Assignment Form (GEH # 4) each week and provide to the Homebound Teachers.
    - b. The student's teachers must provide the assignments and the materials for the assignments weekly to the Homebound Teachers.
    - c. When writing lesson plans for the week for the student on homebound, teachers must take into consideration the student is receiving much less direct instructional time due to the severity of the student's illness/injury than when the student is attending school for instruction.
- G. Testing
  - 1. The homebound teacher will administer state assessments to eligible students.
- H. Miscellaneous
  - 1. Homebound Services are provided within the Aldine Independent School District boundaries.

2. Homebound instructors will not enter situations that are dangerous. This includes a home where any person has an infectious or contagious condition.
3. An adult must be present in the home with the student during the entire provision of Homebound Services. This is required even if the student is age 18 or older.

I. Transition from GEH to the classroom

1. Length of the transition period must be determined by the GEH committee based on the student's current medical information.
2. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

XXVII. TRANSITIONAL INFORMATION

A. Elementary to Intermediate

1. STAAR campus printout for fourth grade students
2. Labels for all assessments affixed to intermediate school permanent record card
3. Iowa Test of Basic Skills campus printout for fourth grade students
4. Kindergarten math cards in cumulative folders
5. The following lists of students are required:
  - a. 504, Dyslexia, ARI, AMI
  - b. special education program (e.g., life skills, resource, inclusion)
  - c. ESL/ELI/Bilingual
  - d. G/T /Accelerated (specify math, language arts, social studies or science)
6. Cumulative folder  
Discipline  
RtI/EIT (Early Intervention Team) documentation and folder  
LPAC folder  
Dyslexia folder  
G/T folder  
504 folder
7. By the end of the school year, any changes in a fourth grade student's academic status will be communicated in writing to the fifth grade campus.

XXVIII. PARTY POLICIES

**THESE ARE THE ONLY SCHOOL PARTIES ALLOWED FOR STUDENTS.**

- A. Winter - A one hour party with refreshments can be held the last hour of the school day on the last day of classes prior to the mid-winter break.

- B. Valentine's Day - Valentines may be exchanged by the students. No refreshments will be permitted.
- C. Easter – pre-kindergarten, kindergarten, first, and second grades are allowed to have Easter egg hunts on the school campus. Grades three and four may observe this day with appropriate activities. Simple refreshments may be served the last thirty minutes of the day.
- D. **Surprise parties for students or teachers are not permitted.**
- E. Do not send cupcakes, cookies, cakes, candy, balloon bouquets or flowers to celebrate special occasions.
- F. Foods made available to students through school must comply with federal and state child nutrition laws and regulations as stated in Section 15, Cafeteria Policies. Refreshments served at school parties for students must be prepared in health inspected food service establishments such as the school cafeteria, a bakery, delicatessen, restaurant, etc.

#### XXIX. STUDENT TRANSFER

Students transferring from one school to another within the Aldine district, will have permanent records sent to the receiving school.

#### XXX. ENROLLMENT OF STUDENTS

##### A. Kindergarten-Under Age (tuition charged)

The Aldine School District will accept underage kindergarten students only on the condition that they are four (4) years old on or before September 1. The parent must show proof of enrollment in a public school of another state where four (4) year olds may legally attend kindergarten. The parent is responsible for paying \$25.00 per month tuition in advance and the student must be coded ineligible for ADA funding. Placement in PK may be considered.

##### B. First Graders-Under Age

A student who is five (5) years old on or before September 1, is eligible to attend the first grade as a legal scholastic if he/she has been legally enrolled in the first grade in another state or has completed public school kindergarten. He/she is eligible to be enrolled in the first grade and carried as an eligible first grade student for the full school term, provided the student was five (5) years of age on or before September 1 of the year involved.

A student who is five (5) years old on or before September 1, is eligible to attend the first grade if he/she has met the requirements of the Kindergarten Acceleration process.

##### C. Students who have been home schooled or from non-accredited (private) schools

To determine grade placement for these students, a school committee will use a variety of methods. These methods may include standardized tests, benchmark tests, student portfolios, etc.

### XXXI. AWARDS

Awards are given to the following students:

- A. Students receiving all A's to all A's and two (2) B's will be placed on the Honor Roll;
- B. Students receiving all A's and three (3) B's or up to all B's will be placed on the Merit Roll;
- C. Those who have missed no more than five (5) days of school (good attendance) (grades 1-5, cumulative yearly); and,
- D. Those who have missed no days for the school year (perfect attendance); and
- E. Additional awards may be given to other outstanding students at the discretion of the principal. Examples: student council, library helpers, and flag students.

### XXXII. MUSIC EDUCATION

- A. General Music Education in grades K-4 will be based on the Aldine ISD General Music Curriculum Guide emphasizing the Kodaly, Orff, and World Drumming Methodologies. School choral, instrumental, and dance groups are encouraged for enrichment purposes. Grade level programs at each school campus should demonstrate mastery of general music benchmark skills and curriculum repertoire.

### XXXIII. LATE ENROLLEES

The late enrollee will be enrolled immediately if the student has proper enrollment documentation. Establish a payment plan if the student has outstanding debts for textbooks, lunch loans, fundraisers and/or picture money. The student with outstanding debts will not be issued/check out books. The student will have books for class or library use only.

- The late enrollee will attend extended day if the campus determines the student has missed an extended amount of time.
- Extended year could also be required depending on the amount of time the student has missed.
- Each student's case will be reviewed and recommendations for promotion or retention will be made accordingly by the building administrator/committee reviewing placement.
- In addition, the late enrollee should be provided with instructional modifications upon availability:
  - Tutorials (small group)
  - Peer tutoring
  - Cooperative learning
  - Utilize technology-assisted instruction (individualized instruction)

### XXXIV. GUIDELINES FOR STUDENT RECOGNITION

- A. Spelling Bee
  - 1. The spelling bee winner from each building will attend the district spelling bee.
  - 2. Alternates may participate if the champion cannot be there.

B. Honor Choir

1. Aldine ISD students in grades 3, 4, and 5 will have the opportunity to audition for membership in the Aldine Children's Honor Choir. Auditions will be held each September of the new school year.
2. All elementary schools will have an opportunity to participate in the Honor Choir if student audition prerequisites are met. Students must score 90% or higher on the audition material in order to obtain membership in the Honor Choir.

C. Perfect Attendance

1. Attendance must be verifiable through school records (i.e., report cards, permanent records).
2. If records are not available from other campuses, it will be the responsibility of the parents to provide records or make phone calls that may be necessary to obtain documentation.
3. Students must have perfect attendance grades one through six. Students will be recognized at the sixth grade level.
4. Perfect Attendance will be indicated by "0" absences as reported on official school district records of pupil accounting.

D. Art

1. The honoree will have the *Best of Show* winning art work for the Aldine district in the Houston Livestock Show and Rodeo School Art program.
2. Students receiving any other district, regional, state or national honor will be honored, such as a Youth Art Month Exhibit, Fire Prevention Poster contest, PTA Reflections and Energy Conservation Poster contests, etc.

E. Straight A's

1. Students with straight A's will be honored.
2. If records are not available from other campuses, it will be the parental responsibility to provide verifiable records or make phone calls necessary to obtain documentation.
3. The areas to be considered for straight A's will be the **yearly average** of written composition, reading, mathematics, science, and social studies.
  - In cases where modified instruction is given, i.e. Special Education, a student must receive letter grades E or S or its equivalent, which is represented on each specific report card. (A student's average in the Language Arts block, Fine Arts, Physical Education, Handwriting, Health and Conduct is not considered part of the honor roll criteria.)

F. Destination/Imagination

1. First and second place winners of the district, regional, state and national levels DI competition will be honored.

## SECTION FOURTEEN: INTERMEDIATE SCHOOLS

### I. AN ALIGNED CURRICULUM

- A. An aligned curriculum is provided in the school district at all grade levels. The scope and sequence and supporting resources are located in the curriculum management system. Any variation from the designated curriculum must be discussed with and approved by the appropriate curriculum program director, director, executive director of curriculum and instruction, and the assistant superintendent of curriculum and instruction.
- B. Campus pilot programs are permissible in different subject areas provided they are approved by the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction and closely monitored by the area superintendent and the building principal.

### II. CURRICULUM PROGRAM DIRECTORS

The curriculum support team includes the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction, directors and program directors for each content area.

The curriculum support team establishes and monitors the district curriculum aligned to the state standards, the Texas Essential Knowledge and Skills (TEKS), in all curricular areas. The directors and program directors work with campus personnel- teachers, skills specialists, and curriculum administrators- to develop or modify the curriculum and align district assessments.

The curriculum support team provides campus support to ensure classroom instruction is aligned to the district curriculum and assessments. Campus administrators will confer with the appropriate director/program director before making any changes to the district scope and sequence or assessments.

### III. TEACHER PLANNING AND PREPARATION TIME

#### A. Planning Time (optional)

During the planning time, teachers are required to use this period daily to meet with the subject team or interdisciplinary team to plan lessons, disaggregate student data, develop common assessments, plan, deliver, or attend staff development, tutor students, conduct conferences or meetings with parents or any other activities as directed by the building principal or his/her designee.

#### B. Planning and Preparation Time

Each classroom teacher is entitled to at least 450 minutes within each two week period for instructional preparation including parent-teacher conferences, evaluating students' work and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period, a classroom teacher may not be required to participate in any other activity.

### IV. PLANNING AND THE LESSON PLAN FORM

- A. Lesson plans are to be completed in the curriculum management system and submitted according to the campus plan weekly. Syllabi and Lesson Plan notebooks will be saved in the teacher online library. Lesson plans will be approved by the curriculum assistant and principal. All lesson plans will follow the district lesson plan template.

- B. Lesson plans will be monitored weekly by the principal or his/her designee.
- C. Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

V. SIGN-IN AND OUT RECORDS

Each principal will maintain a sign-in and out register for all professional staff members. Time cards are to be maintained on all non-professional personnel.

VI. SUBSTITUTE TEACHER SIGN-IN AND OUT

A separate sign-in and sign-out record will be kept on all substitute teachers in order to be able to have accurate records for the business office. This record should include the social security number. These teachers are to follow the same work day as a regular classroom teacher. This record must be forwarded to the payroll office for pay purposes.

VII. TEACHER WORK DAY AND PROFESSIONAL DEVELOPMENT DAY SCHEDULES

School Day: Teachers	8:20 - 4:10
Office Personnel	8 ½ hours including 30 minute lunch

Bus schedules could alter sign in and sign out times. Any deviation from standard time for school start and end must be approved by the area superintendent.

Work Day/Professional Development Day: 8:00 - 3:30

Building Professional Development schedules may be adjusted to 8:00-3:00 if building staff agrees to shorten the time allotted for lunch or to have a working lunch.

Teachers will be allowed to leave campus during lunch as long as they return to the campus on time. Teachers must sign in and out when leaving the campus and returning.

VIII. REGULAR DUTY

Teacher and paraprofessional duty time will be determined by the building principal. A duty roster will be given to each teacher and one will be posted in the office. Special duty is a vital part of every teacher's and paraprofessional's responsibility. It is imperative that each staff member assumes his/her share of the responsibility of a given assignment. Each staff member on duty is responsible for proper student conduct in and around his/her duty station; therefore, close observation is necessary.

IX. SUPERVISION

Students should never be left unsupervised. If it is necessary for a teacher to leave the classroom for any reason, a neighboring teacher, or some other person designated by the building principal may be requested to assume this responsibility.

X. ACCIDENT PREVENTION

Students are not to be allowed in any laboratory without the instructor being present. Safety rules should be on display.

Safety rules will be enforced at all times; this includes the wearing of eye protective devices when performing or observing experiments which may cause eye injury.



## XI. FIRE PROTECTION REQUIREMENTS

It shall be the responsibility of the principal to see that the State Fire Prevention Regulations are met. A report to this effect must be filed each school year. The requirements are as follows:

### MINIMUM REQUIREMENTS

Schools are encouraged to incorporate fire safety/fire prevention lessons into the curriculum. At the end of the year in the fire marshal's report, schools are required to provide a percentage of students who have had fire prevention instruction.

Curriculum guides are available from the Fire Prevention and Outreach section of the State Fire Marshal's Office at P.O. Box 149221, Austin, Tx 78714-9221 or online at [www.tdi.state.tx.us/fire/fmcurric.html](http://www.tdi.state.tx.us/fire/fmcurric.html).

### Fire Drill

One fire drill must be conducted each month and a record of these drills kept.

### Reports

Schools are required to maintain the fire drill and fire prevention forms at the campuses and turn them in to the director of safe and secure schools at the end of the year.

## XII. GRADING POLICY

Policies described are minimum district policies. Individual buildings may have additional requirements.

### A. Grade Reporting

Students will receive report cards at the end of each nine-week-period. Report cards must be signed by the parent and returned. If a student receives a grade below "70" or an "N" or "U" in any class on the report card, the parents will be notified of the need for a conference with the teacher who issued the failing grade. All conferences must be documented by the teacher.

1. At the end of the third week and sixth week of a grading period, the teachers will send progress reports home on every child. Teachers will phone parents of those students who do not return their signed progress reports. A teacher will phone parents of any child who begins to fail after progress reports are sent home at the third week and sixth week. If the parent cannot be contacted by phone after reasonable attempts, a letter must be sent informing the parent of the child's progress. An error in notification will not necessarily result in a grade change.
2. The teacher will keep accurate grades. Grade book will be printed each nine weeks.
3. The grade reporting periods are determined by the district. The grade reporting period ends at the end of the school day on the last day of the grading period excluding final grading period. Cycle grades will not be exported into the district's electronic gradebook before the end of the grade reporting period. The last nine weeks grade reporting period will end before the last day of the nine weeks.

Excluding the final grading period, report cards will go home at the end of the week following the end of the previous grading period.

4. Prior to the nine-week grade processing date, teachers may assign a student a grade of “R” for the nine-week cycle average. The “R” will indicate that the student has a pending reassessment of an exam which was recorded as a major grade. All grades of “R” should be cleared based on a reassessment within ten instructional days following the grade processing date.

B. Grading System

1. All grades below 70 are failing.
2. The following grades will be reported.

100	-	90	=	A
89	-	80	=	B
79	-	75	=	C
74	-	70	=	D
69	-	0	=	F

E = Excellent  
S = Satisfactory  
N = Needs Improvement  
U = Unsatisfactory

3. Grades will be reported on a nine-week-basis with a progress report at the end of the third week and sixth week of each nine weeks. If the progress report is not returned with parent signature, the parent is to be contacted by phone. If the parent cannot be contacted by phone after reasonable attempts, a letter must be sent informing the parent of the child's progress.

C. Averaging Outside Grades

1. Honoring Grades
  - a. Grades will be honored from sending schools in accordance with school board policy.
  - b. Grades will be honored from all sending schools in the United States, other countries, charter, private, home school, and federally funded schools where the grades can be converted to our grading system.

For grades that are not numerical from outside AISD:

E = 95  
S = 85  
N = 75  
U = 65

2. Calculation for Transfer Grades

When a child enters during a grading cycle, the child's average from the sending school will be assigned an equal number of times to the number of grading cycles for the same period of time. The child's average from the sending school will also be assigned an equal number of times to the number of grades the teacher has in his/her gradebook (electronic) for the same period of time.

Example:

The student enters from X School in XISD during the third nine-week grading period. The student has an average of 81% in Math. The teacher enters the average of 81% as the grade for each assignment in the gradebook that was scored prior to the student's arrival. The school will enter the 81% as the student's cycle grade for the first two nine-week grading periods.

Teacher's Gradebook:

Assignment	<table border="1"> <tr> <td><u>1</u></td> <td><u>2</u></td> <td><u>3</u></td> <td><u>4</u></td> <td><u>5</u></td> </tr> <tr> <td>81%</td> <td>81%</td> <td>81%</td> <td>81%</td> <td>81%</td> </tr> </table>					<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	81%	81%	81%	81%	81%	<table border="1"> <tr> <td><u>6</u></td> <td><u>7</u></td> <td><u>8</u></td> </tr> <tr> <td>99%</td> <td>90%</td> <td>89%</td> </tr> </table>			<u>6</u>	<u>7</u>	<u>8</u>	99%	90%	89%	<u>Math Cyl Avg</u> = 85%		
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>																						
81%	81%	81%	81%	81%																							
<u>6</u>	<u>7</u>	<u>8</u>																									
99%	90%	89%																									
	X School XISD					Aldine School																					

Report Card Cycle Marks for Math:

<table border="1"> <tr> <td><u>Cycle 1</u></td> <td><u>Cycle 2</u></td> </tr> <tr> <td>81%</td> <td>81%</td> </tr> </table>		<u>Cycle 1</u>	<u>Cycle 2</u>	81%	81%	<table border="1"> <tr> <td><u>Cycle 3</u></td> <td><u>Cycle 4</u></td> </tr> <tr> <td>85%</td> <td>87%</td> </tr> </table>		<u>Cycle 3</u>	<u>Cycle 4</u>	85%	87%
<u>Cycle 1</u>	<u>Cycle 2</u>										
81%	81%										
<u>Cycle 3</u>	<u>Cycle 4</u>										
85%	87%										
X School XISD		Aldine School									

- Students who have not received a cycle grade from the sending school: Withdrawal grades will be used for any missing Aldine cycle grades and gradebook scores.
- After a student receives a cycle grade from the sending school, only the average of the cycle grades will be used for any missing Aldine cycle grades and gradebook scores.
- If a student is transferring into the district with no prior grades, the student will not be given a cycle average unless he/she has 4 daily grades, 1 major grade, and 1 homework grade.
- Transfer grades are calculated the same for students transferring from a school within the district and for students coming from a school outside of the district.

### XIII. GRADING REQUIREMENTS

- Students will receive weighted numeric grades in Reading, Math, Science, Social Studies, and Written Communication.
- Percentages for major and daily work:

Major	Daily	Homework
60%	30%	10%

- Major Grades** - One major grade spread out during each three-week period so there is a balance during the progress reporting period. All district-required benchmark assessments MUST be included as major grades in the nine-weeks that they are administered.

**Major grades may consist of, but are not limited to, the following:**

- nine weeks tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessments
- book reports/critiques
- compositions
- portfolios

A district-wide common assessment calendar will be developed each year and provided to each campus. Nine-week common assessments and benchmark exams will be given in science, math, language arts, and social studies.

4. **Daily Grades** – A minimum of fifteen TEKS/benchmark based daily grades must be recorded per grading period: at least two per week with a minimum of fifteen. In Math, no more than two of the fifteen daily grades should assess Math facts.

**Daily work may consist of, but are not limited to, the following:**

- group / individual projects and assignments
- hands-on activities / labs
- class / group work (cooperative learning, etc.)
- vocabulary assignments
- fluency probes
- learning centers / workstations
- chapter/unit tests (if applicable)
- lab reports
- computer activities
- notebooks
- vocabulary/spelling tests and/or assignments
- interim work for projects/papers
- quizzes
- activities from adopted text series
- journals
- writing processes (prewriting, drafting, revising, editing, publishing)
- informal compositions
- portfolios
- speech / communication / presentation skills

**Non-weighted classes will use the Daily category in the gradebook for all assignments.**

- D. Physical Education/Wellness

Physical education will receive numerical grades.

- E. Electives

1. Music

- a. General music, choir and band will receive numerical grades.

2. Visual Arts

The assessment of a child's progress in art is based on the child's participation in the "Texas Essential Knowledge and Skills" for art as taught through the district adopted textbook. A child's grade in art should not be based on a teacher's quality judgment of the child's artistic talent as represented by the art work produced. A child's progress in art will be recorded in several ways:

- a. Art Portfolio or Folder. Students will maintain throughout the school year a portfolio or folder of art work created in conjunction with the district adopted textbook. Three-dimensional art (sculpture, crafts, etc.) may be stored or sent home. The art portfolios or folders should be sent home for parent or guardian signature at least once every nine weeks.
  - b. Grading Lessons. Each teacher should record a grade for each lesson completed in the Lessons Booklet.
  - c. Art grades will be numerical.
3. Theater Arts will be addressed through an integrated approach with documentation of the Texas Essential Knowledge and Skills reflected in the teacher's grade book.
4. Computer Literacy  
Computer literacy will follow the Texas Essential Knowledge and Skills objectives and the Intermediate Curriculum Guide. Computer literacy is graded numerically.
5. Foreign language requires a minimum of two numerical grades per week which may come from the following areas: class participation, class work, language lab activities, tests and projects.

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

XIV. HOMEWORK POLICY

A. Grades 5-6

1. Class work should not be considered homework.
2. Total homework assignments are designed to be completed in 1 hour. Special projects may require more time. Teachers at departmentalized campuses should consider assigning homework on alternating nights, so that homework overload does not occur.
3. The teacher will follow-up on homework assignments.
4. Homework will be checked daily.
5. At least one (1) homework grade is required each grading period with the exception of non-weighted classes.

It is expected that most homework be done out of class. However, it must be noted that any assignment should be thoroughly discussed and explained in class. In many subjects, it is best to give the students time in class to begin work on the assignment to insure that they understand what is expected.

Homework should be purposeful and adjusted to the needs of the individual student. A discussion of the homework assignment, the purpose of the assignment should be made clear to the students. Often assignments appear to the students to be a meaningless, time-consuming task. Sufficient explanations must be given so that students know:

- How the assignment is related to the topic under study
- The purpose of the assignment
- How the assignment might best be carried out
- What needs to be done to demonstrate that the assignment has been completed

It is good practice to write the assignments on the overhead or chalkboard and then see that the students write their assignments down in the assignment section of their notebooks.

The following are guidelines to be used by the teacher in making homework assignments:

1. Is the assignment a logical outgrowth of the work of the class?
2. Is the assignment meaningful and carefully planned rather than busy work?
3. Do the students understand the content/skills/concepts with which the assignment is concerned to such a degree that incorrect learning is not being reinforced?
4. Do the students fully understand the directions? Have the students written down the pertinent directions? Are the directions on printed material?
5. Can the assignment be adapted to fit students' abilities and to minimize their limitations?
6. No homework should be assigned as a punitive measure.
7. Is a long-range homework assignment such as reading a novel or developing a project extended over an adequate amount of time? Are periodic deadlines built into the long-range assignment? Will several grades/checks be taken on the long-range assignment during the time allotted to insure students are on task and that they understand the assignment?
8. Homework should not be used to teach complex skills. It should generally focus on simple skills and material or on the integration of skills already possessed by the student.

If the above are followed as principles and procedures for assigning homework, then there need not be any specific guidelines concerning the maximum length of time students should spend on homework.

#### XV. MAKE-UP WORK

Work assigned on the day of an absence must be completed and given to the teacher. It is the responsibility of the teacher to provide make-up work when the student returns to class. The student is expected to complete and submit the make-up work. No penalty is to be attached to make-up work turned in within three school days of returning to class for any absence.

For extended absences of more than three school days, special arrangements need to be made with the teacher for makeup work.

When students are absent for several days, the school will help in getting assignments from teachers. Parents will need to call a day in advance to make these arrangements.

#### XVI. INSTRUCTIONAL INTERVENTION – RE-TEACHING/REASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher's gradebook regardless of the original assessment grade. It

should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher's grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

#### Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher's grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.
- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will be receive a 0 and will not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).
- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

## XVII. PROMOTION/RETENTION/PLACEMENT POLICIES

### A. Promotion/Retention

1. Students must achieve an average of 70 or better in each of the following core-content courses: English, reading, math, science, and social studies.
2. Students must pass all sections of the STAAR to be eligible for promotion.
3. Students who fail more than two (2) core content courses during a school year will not be eligible for promotion.
4. Students who have failed a core-content course(s) and/or a STAAR exam must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.
5. Students who have failed a core-content course(s) and/or a STAAR exam, and who do not successfully complete accelerated instruction during extended year

may only advance to the next grade by a unanimous decision made by the Grade Placement Committee (GPC).

6. Students who have failed a portion of the STAAR test may lose elective courses, the following school year, in order to make room in the schedule for the remedial program.
7. The GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:
  - a. Component 1: evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories

The following information will be used to determine evidence of satisfactory student performance:

Writing Folders

Satisfactory scores on writing assignments

Benchmark Assessment Scores

Passing grades of at least 85 or above on reading and math tests

Report Card Grades

Students must pass each core class (reading, English, math, science, and social studies) in order to be promoted.

Texas English Language Proficiency Assessment System Results

TELPAS Reading (ADVANCED)

Checkpoint Tests

Average of 85 or higher on checkpoint tests in reading and math

Teacher Observation

Inclusion information through the ARD

- b. Component 2 the recommendation of the student's teacher(s)
- c. Component 3: extenuating circumstances that have adversely affected the student's participation in either the required assessments or accelerated instruction
- d. Component 4: The following information will be considered as appropriate:
  - Enrollment data: mobility and attendance
  - Previous records of retention and student's age
  - Universal Screening Data
  - Record of previous intervention, Individual Intervention Plan



Previous referrals for special education

Documentation of the Early Intervention Team

Schedules and notes from parent conferences

Parent contacts

Any other appropriate information from the student's cumulative folder

8. In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.
9. Fifth grade students must pass the reading and math STAAR tests as prescribed by state law in addition to meeting local regular promotional standards in order to be eligible for promotion to the sixth grade.
10. A fifth grade student who does not demonstrate proficiency in reading and math by meeting all STAAR standards may only advance to sixth grade by a unanimous decision made by the Grade Placement Committee and by successfully completing accelerated instruction as prescribed by state law.

B. Encounters (G/T) Program Student Review

By April of each year, the principal of each intermediate school will direct G/T teachers and counselors to review the progress of each G/T student. If any student is not performing to a level that is acceptable to remain in his G/T component, the student will be referred to the G/T screening committee for evaluation. (Sufficient documentation of parent contact must be in the student folder.) The screening committee will review, evaluate, and recommend continued placement or removal from the G/T component.

C. Additional Promotion Standards

1. Limited English Proficient students must make a minimum of one year's growth in English/reading to be promoted.
2. Fifth grade students must pass the STAAR reading and math tests in order to be eligible for promotion to the sixth grade in addition to meeting regular promotional standards.
3. A fifth grade student who does not demonstrate proficiency in reading and math by meeting all standards may only advance to sixth grade by a unanimous decision made by the Grade Placement Committee.
4. Students in grade 5 who do not pass the science STAAR tests and 6th grade students who do not pass the reading and math STAAR tests must successfully participate in accelerated instruction in order to be eligible for promotion.
5. In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.

D. Special Programs

1. **Tutorial Classes:** Any student who is not meeting minimum grade level requirements in language arts, mathematics, science or social studies may participate in tutorial classes.
2. **Title I:** All schools in Aldine ISD have school-wide Title I programs. All teachers and students may benefit from the program funds with an emphasis

being given to those students needing instructional assistance in language arts, mathematics, science, or social studies.

3. **Promotional Summer School:** Qualifying students will attend promotional summer school for reading, math, science or social studies.
4. **Extended Day/Week/Year:** Students needing additional instruction can be served through extended day/week/year. This initiative can be funded through various fund sources.
5. **Optional Extended Year Program:** OEY may serve children in grades 5-6.
  - a. The funds can be used for extended day or week for students who are at risk of being retained.
  - b. The funds may be used for extended year for students who have been retained. (The funds must not be used for students who have been promoted or placed.)
6. **Accelerated Program for Kindergarten through 6<sup>th</sup> Grade Children:** Kindergarten through 6<sup>th</sup> grade students meeting program criteria (ITBS results, report card and STAAR results in reading and math) will benefit from supplemental instructional opportunities.
7. **Dyslexia**

At any time that a student continues to struggle with one or more components of reading, the individual school will collect additional information about the student. Schools will use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. A 504 committee determines the identification of dyslexia after reviewing all accumulated data including a formal assessment. Students with dyslexia will be placed in Aldine's Multisensory Academic Program for dyslexia intervention. Students will attend intervention in accordance with Tier III/RtI recommendations and progress monitoring will occur weekly. Upon completion of the dyslexia intervention program, students will be placed on monitor status. Students who have been exited from dyslexia intervention will be monitored every nine weeks for the first year and every semester thereafter through grade 12. Annual 504 meetings will occur between November and December each school year to ensure that proper accommodation plans are in place to meet each individual dyslexic student's needs.
8. **SNAPP Program:** SNAPP (Students Need a Pat and a Push) is a program designed to increase graduation rates for at-risk students. Through early identification, the SNAPP program can reinforce successful and appropriate behavior. Students will be provided support through individual, group, and peer counseling.
9. **VISA Program:** VISA (Volunteers In Schools in Aldine) is a program designed to involve parents in school.
10. **Gifted/Talented Program/Encounters:** For students who have been identified as having specific academic aptitude in mathematics, language arts, social studies and/or science are provided special instruction. The lessons are differentiated and individualized.

A student who attends at least 90 percent of the program days of a program under this section and who satisfies the requirements for promotion prescribed by Section 28.201 shall be promoted to the next grade level at the beginning of the school year unless a parent of the student presents a written request to the school principal that the student not be promoted to the next grade level.

TEC Sec. 28.201 Student Achievement

(a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

(b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement of proficiency in the area must be considered. (Optional Extended Year Program).

XVIII. EXTENDED YEAR/ENRICHMENT

A. Each intermediate school will offer extended year for promotion needs and may offer:

- Art enrichment, computer enrichment, science enrichment, etc., as needed, as well as,
- Special language programs and,
- Special Education Extended School Year (ESY) will be provided as a result of ARD decision, usually at a centralized location.

B. Bus transportation will be provided for students.

**NOTE:** All teachers hired for summer school/extended year will be paid \$25.00 per hour. Special Education teacher pay is \$35.00 per hour.

XIX. FIELD TRIPS

A. Field trips must be of an educational nature.

B. Requests must originate with the building principal and be approved by the area superintendent.

C. All trips need to be planned well in advance and have a written bus requisition submitted by the designated date each month for the following month's trips.

D. All free/reduced price students must be allowed a sack lunch meal from the school cafeteria which meets child nutrition regulations. Paying students must be allowed to choose the same lunch to be paid for at the regular lunch price so as not to identify the free/reduced students. Student meal accounts may be used. The cafeteria manager must have at least two weeks advance notice so she may order the food for these lunches. A field trip form must be completed by the adult in charge.

E. If possible, all costs associated with a field trip should be funded by campus organizations or special revenue funds. When necessary, campuses can ask all students to pay the same nominal charge for field trips. Funds collected from students can only be used to pay for field trip expenses and cannot be transferred to other accounts. All funds must be receipted through Aldine.

F. Every child needs written parental permission **before** going on a trip.

G. An approved list of field trips is maintained by the area superintendent.

- H. Trips should be scheduled from October through April in order to alleviate transportation problems. Plan to schedule field trips on Tuesday through Thursday. Exceptions must be approved by area superintendent.
- I. Field trips are not to be extended beyond 100 miles from Aldine ISD.
- J. Intermediate children do not participate in overnight field trips.
- K. Children not enrolled in the class/grade/school may not ride the bus.
- L. Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- M. Field trips funded through special program funds must meet the requirements of the funding source. Lesson plans must document pre and post educational field trip activities.
- N. Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- O. Any parent or adult who volunteers regularly with students must have a criminal background check.
- P. Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

### **GUIDELINES AND REGULATIONS GOVERNING FIELD TRIPS 2012-2013**

1. Requests for field trips or athletic activities must be submitted to the Area Superintendent, Athletic Director, Director of Performing Arts, Executive Director of Special Education or Director of Career and Technical Education by the 5<sup>th</sup> of the month prior to the month the trip is scheduled. *Approved requests should then be submitted to the field trip office by the 15<sup>th</sup> of the month prior to the month of the field trip. This is Aldine School Board Policy.*

Do not send field trip forms directly to the Transportation department. Your Area Superintendent or Executive Director/Director has to approve them before sending them to Transportation.

Late field trip requests must be walked through to your Area Superintendent or Executive Director/Director and then to the Transportation department.

***Field trip requests cannot be assured during regular route times which are 5:30 a.m. - 9:00 a.m. and 1:30 p.m. – 5:00 p.m.***

***All general field trips must return to their home school by 2:00 p.m. All special education field trips must return by 1:30 p.m.***

Calling to verify the field trip the week before is highly recommended.

2. At least one sponsor is required on each bus for all field trips; they must ride the bus to and from the destination. No more than four parent chaperones are allowed on each bus. It is recommended that the sponsor sit in the back of the bus to keep an eye on the students.
3. The sponsor must provide directions or a map for any destination outside of the Aldine district. Also, verify intended route with driver before departure, this will ensure that there are no misunderstandings.

4. All field trip destinations must be within Harris County on a school day.
5. Sponsor must notify the field trip office about changes when a bus request is received with dates and/or times TBA (to be announced). The TBA arrangements must be cleared up as soon as possible to prevent problems.
6. Please notify your teachers that if they request a bus to shuttle them to an event, they need to be ready when the bus arrives. Example: soccer team needs to leave at 4:15 p.m.; they must be ready to leave at that time. A different driver will pick them up so the location of the pick up needs to be verified.
7. Sponsor or sponsors are responsible for conduct and housekeeping on the bus. It should be the duty of sponsors to inspect conditions of the bus (with the driver) before loading students. It is also the responsibility of the sponsor to make an inspection after the trip is completed. Property damage to the bus by students while on a trip must be reported to the transportation administration. The guilty party will be expected to pay for all damages. The transportation department is not responsible for any items left on the bus by students, sponsors or the sponsoring organization.
8. Large objects that cannot fit in the seats are not allowed. It is a federal law that aisles and all emergency exits on buses are kept clear at all times.
9. A large bus can hold 60 elementary students, 50 middle or intermediate students, 45 high school students. On a general field trip, the maximum number of parents per bus are 4.
10. Overnight field trips: All expenses will be paid by the sponsoring organization. No driver should be expected to pay their own expenses for meals or lodging. All arrangements must be made prior to departure. Meal money: Breakfast **\$12.00** – Lunch **\$12.00** – Dinner **\$12.00**. If your trip begins at 6:00am or before the sponsor must provide breakfast. The meal money must be given in cash to the driver. Drivers must be provided with their own room or if they must share a room with another driver, they must have their own bed. Drivers are not allowed to share a room with a sponsor, teacher or student.
11. The transportation department has no provision to pay fees for toll roads. If a route via the toll road is desired the sponsoring group needs to arrange toll payment before entering the tollway.
12. If a trip is rescheduled, the sponsor must notify your Area Superintendent or Executive Director/Director of the change, then notify the Transportation department. If the sponsor wants to reschedule for a month out or more, please send in new paperwork.
13. Sponsors are responsible for notifying Transportation if a field trip has been cancelled. Any trip cancelled with less than 24 hours' notice will result in a minimum charge of **\$20.00** weekdays and **\$35.00** weekends, plus the In-district or the Out-of-district fee, plus the driver's waiting time at the school, unless approved by a Transportation Administrator.
14. All rules and regulations that apply to students for regular transportation also apply for extra curricular trips. Sponsors are required to enforce these regulations. In addition, please observe the following:
  - A. The sponsor is responsible for all discipline on the buses at all times.

- B. No glass containers of any kind are allowed on the bus. Ice chests with lunches and canned drinks may be carried on the bus, but only bottled water can be consumed on the bus.
  - C. No food products can be consumed on the bus.
  - D. No animals of any kind are allowed on the bus.
  - E. On a regular field trip, only drivers, sponsors, chaperones and participants may ride an extra curricular bus. No spouses or children of drivers or sponsors are allowed.
15. No smoking or use of any tobacco product is permitted on any A.I.S.D. bus.
  16. State law regulates the maximum speed limit of buses to 55 M.P.H. on interstates and highways, outside the city limits. The speed limit is 50 M.P.H. within the city limits. Please do not ask to go at a faster speed.
  17. Organizations cannot paint or place signs or banners on the bus. No item may be placed on a bus which impairs the vision of the driver.
  18. No Aldine I.S.D. bus is allowed to travel to any individual home (students, teachers, sponsor, or driver) for any reason unless approved by a Transportation Administrator.
  19. Any questions regarding field trips can be directed to Helen Bigley (East side) at (281) 985-6627 or Terri Walker (West side) at (281) 878-7808.

## XX. TESTING PROGRAM

- A. Stanford 10  
Administered in the fall to all Limited English Proficient (LEP) students in grades 5 and 6
- B. State of Texas Assessment of Academic Readiness (STAAR)  
Administered in the spring to students in grades 5 and 6
- C. Texas English Language Proficiency Assessment System (TELPAS)  
Administered in the spring to all Limited English Proficient (LEP) students in grades 5 and 6
- D. Testing programs for students receiving special education services  
See Section 23, VII – Participation in State and Local Assessments A-J

## XXI. PAID ASSEMBLIES

Paid assemblies and/or entertainment will be approved by the principal. All schools will be limited to **three paid** assemblies involving outside entertainment. Grant funds cannot be used to provide additional paid assemblies. It will be the principal's responsibility to determine that only quality entertainment is used.

Principals are encouraged to set up a yearly calendar and schedule all such assemblies for the entire year. The calendar of activities and assemblies for the entire year may then be printed and distributed early in the fall semester.

Programs, assemblies, concerts, plays, etc., from other schools in the district, must be scheduled through all involved principals.

## XXII. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

- A. salespeople, vendors, agents, etc. who are directly involved in school fundraisers or other school functions;
- B. those individuals listed above must have a vendor letter for the current school year signed by the director of special programs.

## XXIII. LOCAL FUND RAISING ACTIVITIES

The purpose of fundraising activities is to provide additional financial support to the academic, co-curricular and extra-curricular programs available to students on campus.

Campuses may conduct fund raising activities throughout the school year. Consideration must be given for minimum disruption of instructional time during the school day.

Raffles, lotteries and other games of chance are prohibited by State Law, and shall not be conducted on school property or by school organizations.

Organizations identified as a non-profit with a 501(c) status are not permitted to conduct raffles, lotteries and other games of chance on district property.

All fund raising activities must be approved and scheduled through the building principal with specific goals for the activity stated in the proposal. The principal will schedule fund raising activities based on three general criteria:

- length of time required for the fund raising activity
- number of fund raising activities scheduled for any given time period
- number of fund raising activities scheduled for any one program or organization

Students who participate in fund raising will be held accountable for those items which they volunteer to sell or the money which will be generated by the sale of those items.

Parents must consent for their child to fund raise by signing the appropriate form and understand that they are held accountable and responsible for fund raising items and monies.

Students will not be allowed to conduct fund raising activities door-to-door or on the street.

## XXIV. LIBRARY FINES: GRADES 5-6

- A. The intermediate classroom teacher is responsible for ensuring that students have the opportunity to turn in library books on or before the due date.
  1. Overdue fines are assessed for students in grades 5 and 6.
    - a. **A ten (\$.10) cent overdue fine** will be charged **per book, per day**, excluding weekends and holidays.
    - b. The total overdue fine may not exceed \$2.00 per book.
    - c. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.

- d. It is **not** necessary to write student receipts for small library fines; but, when the information literacy specialist turns in a sum of money to the office, it is to be receipted.
  - e. School policy also determines if students with long overdue books or outstanding fines are to be restricted in their use of the Library Media Center.
- B. All students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.
- C. Specific policies regarding lost or damaged library materials are:
1. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.
  2. When a lost item has been paid for and then is found and returned in good condition before a replacement is purchased, the school owning the material will issue a refund to the student.
  3. The student does not need to be enrolled in the school owning the item at the time it was lost to receive a refund.
  4. The information literacy specialist and the principal have the option to assess a damage and/or overdue fine when a lost and paid item is returned to the library. An overdue fine cannot exceed \$2.00 per item.
  5. **If the lost item is paid for, and then returned in an unacceptable condition, the information literacy specialist and the principal may decide not to issue a refund.** In this case, all **identification marks** should be removed or blocked out and the item should be returned to the student.
  6. After a replacement title has been purchased, the student is not entitled to a refund if the item is found and returned. The item then belongs to the student. In this case, all **identification marks** should be removed or blocked out.
  7. After a student has paid for a book damaged beyond repair, **it is his or her property.** In this case, all **identification marks** should be removed or blocked out.
  8. Students are also responsible for paying damage fees, according to the fee schedule below, for repairable damage to library items.
    - Missing barcode and/or spine label and/or date due slip – up to \$2.00
    - Torn pages – up to 25% of cost of book
    - Ink or pencil marks (minor) - \$1.00 per page
    - Ink or pencil marks (major) – 25% of cost of book
    - Loose bindings (due to misuse) – 50% of cost of book
    - Missing pages – 100% of cost of book
    - Obscenities (drawn or written) – 100% of cost of book
    - Damages that prevent re-issuing book – 100% of cost of book

NOTE: If a student pays for a book in full (100%), he/she is entitled to keep that book.



D. Procedures:

1. A pre-numbered Aldine ISD receipt **must be** issued to the student when a lost or damaged item is paid for.
2. Money collected for lost or damaged library items must be turned in to the school bookkeeper for deposit.
3. A receipt confirming the amount deposited must be given to the information literacy specialist.
4. Money collected for lost or damaged library materials **must be used to purchase replacement copies**. If a specific title is no longer available, the information literacy specialist should purchase a similar title.
5. All receipts must be documented on an official pre-numbered Aldine ISD receipt book.

XXV. ATTENDANCE POLICY

Every child in the state who is six years of age or who is less than six years of age but has previously been enrolled in the first grade, must be enrolled in school. Students must continue to be enrolled in school until their eighteenth (18<sup>th</sup>) birthday occurs. A student must attend school a minimum of 160 days.

Absences from school shall be of two types, excused and unexcused. Excused absences can be made up and credit for make-up work recorded. Missed work for unexcused absences can be made up but the maximum grade will be a 70. Excused absences are granted for the following reasons:

- a. Personal illness
- b. Serious illness or death in the student's immediate family
- c. Emergency medical or dental attention
- d. Absences approved by the principal in advance
- e. Observance of religious holy days that require the student's participation.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make-up schoolwork missed on those days.
- f. Weather or road conditions making travel dangerous
- g. Quarantine
- h. Temporary absence resulting from health care appointments, if that student commences classes or returns to school on the same day of the appointment.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make up schoolwork missed on those days.

Students must bring a note from the parent or guardian requesting an excused absence for one of these reasons. In the case of an absence due to a health care appointment, a note from the health

care professional's office and signed by that professional, must be brought to the school. These notes will be kept on file in the attendance office. Unexcused absences include but are not limited to truancy, missing the bus, over-sleeping, any excused absence without the required notes, and absences not excused in advance by the principal. If a student is in attendance fewer than 160 days for grades K-6, the student will not receive credit.

An attendance committee may grant exceptions for extenuating circumstances.

**Participation in school sponsored activities will not be counted as an absence.**

Attendance is taken at a set time during second period. This set time needs to be more than 20 minutes into the period. Students arriving after the period begins but during the first 20 minutes will be marked tardy. Those arriving more than 20 minutes into the period will be marked absent – and thus absent for official attendance. Students will receive a perfect attendance certificate for being present each day of the school year.

**TEC§ Sec. 25.085 states that “a child shall attend school each school day for the entire period the program of instruction is provided”.**

A school day shall be at least seven hours each day, including intermissions and recesses (TEC§ Sec. 25.082).

A child shall not have unexcused absences on 10 or more days or parts of days within a six month period in the same school year or on three or more days or parts of days within a four-week period from school (Family Code Sec. 51.03). A student must attend school a minimum of 160 days.

Failure to comply with these laws will result in legal prosecution and will subject the parent/guardian to a fine at the recommendation of the principal. Each day the child remains out of school after a warning is issued will constitute a separate offense.

When students quit attending school without formally withdrawing, they are to be withdrawn **BACK TO THE FIRST DAY OF NON-ATTENDANCE** after 10 days of absences AND no successful contacts with the family. School **MUST** make attempts to contact the students/families and should involve the attendance and police officers as appropriate. Attendance officers can file on withdrawn students to involve the courts in helping to enforce compulsory education laws.

**XXVI. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)**

**A. General Education Homebound Program Criteria (GEH)**

1. Student is expected to be confined at home or hospital bedside for a minimum of four (4) consecutive weeks.
2. Student is expected to be confined at home or hospital bedside within Aldine ISD boundaries for **medical reasons only.**
3. The medical condition is documented by a **physician** licensed to practice in the United States.
4. Students must be served by a certified general education teacher.

**B. Steps for General Education Homebound Consideration**

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc.

2. Nurse explains criteria for placing a student on homebound (Criteria-doctor expects the student to be out of school for a minimum of four consecutive weeks from the date the doctor completes the Medical Evaluation)
3. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 has parent sign consent for school to speak to doctor, gives parent homebound parent letter, and has parent sign Receipt of Homebound Information (GE-0009).
4. Nurse notifies administrator of possible homebound placement.
5. IF STUDENT DOES NOT WARRANT HOMEBOUND:
  - a. Nurse notifies Campus Administrator
  - b. Campus Administrator notifies Parent
  - c. If parent disagrees, Nurse notifies Program Director of Health Services as an independent mediator
6. IF STUDENT WARRANTS HOMEBOUND:
  - a. Nurse notifies the campus EIT coordinator to schedule a GEH Meeting
  - b. GEH Meeting is held, nurse notifies Homebound immediately.
7. EIT Coordinator makes a copy of the forms: GEH # 1, GEH # 2. EIT Coordinator collects the student's class schedule, a copy of the student's transcript, a copy of the student's most recent report card and a copy of the student's blue card. Send the copy of all of these documents to Homebound Services in a folder within 2 days of the General Education Homebound Meeting. Keep the originals on the home campus.

C. General Education Homebound Meeting

1. Role
  - a. Review and consider the necessity of providing instruction to a general education student at home/hospital bedside.
2. Decisions must be made by the General Education Homebound Committee
  - a. Consideration of physician's information (In making these decisions the GEH committee must consider the physician's information. However, the physician's information is not the sole determining factor in the committee's decision making process).
  - b. If the decision is to provide general education homebound services, then the committee must determine the type and amount of instruction to be provided to the student and the subjects that will be taught on Homebound. Due to limited direct instructional time from teachers, these types of classes may be deemed inappropriate for Homebound Services by the committee: some electives, labs, AP level classes, etc.
3. Requirements to Consider
  - a. Using the General Education Homebound Meeting Form (GH # 2) which documents GEH committee decisions regarding whether or not a student is to be served through GEH.

- b. The GEH committee must review the Medical Evaluation Report from the physician (GEH # 1) stating the student has a medical condition which requires the student to be confined at home/hospital bedside for a minimum of four (4) consecutive weeks.
- c. The GEH committee must review data to help determine the number of hours per week and the classes to be taught during Homebound Services **such as:** the health of the student---is the student capable of maintaining the rigor of the subject matter and course work as is or will it have to be significantly modified? What are the critical subjects that Homebound could provide that can maintain the integrity of the subject/course? Due to the severity of the illness/injury, in many cases four hours a week (the minimum) may be the limit of direct instructional time a student can attend without fatigue or detriment to the students health may occur; the length of time the student will be on homebound---will it be long term or only for 4-6 weeks?; the student's attendance---is the student able to attend school for even 1 or 2 periods a day to access classes and would this be better for the student than Homebound Services?; grades---what are the current and past grades of the student? If the student is not doing well, would it be best to drop the course until the student can return to school?; is there a better way to obtain instruction in the course--could the work and tests generated by the student's general education teachers be transported another way that would maintain the expectations of the course? Is the general education teacher willing to support the student if the work is transported back and forth? Could email for assignments be utilized? Could PLATO be utilized (if the home has internet access?)
- d. The GEH committee must document on the form (GEH # 2) the committee's decision regarding the type(s) and amount of instruction to be provided to the student. This must include the designated amount of time per week that instruction will be provided and for what subjects.
- e. Documentation of the day(s) homebound instruction started and stopped.

D. Meeting to Return the Student to School

- 1. When the physician provides a medical release date to return to school, the GEH Committee meets and completes the GEH form # 2 to dismiss the student from Homebound Services. The parent could participate by phone if they wish.
- 2. File the General Education Homebound Summary Form # 3 and the General Education Homebound Teacher Contact Log Form # 5 along with the other General Education Homebound Forms from the first meeting in the student's cumulative folder.

E. Attendance/Calculating eligible days present

Amount of time served per week:	Eligible days present/earned per week:
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four <u>or more</u> hours	Four days present (4-day week) Five days present (5-day week)

1. Excused absences
  - a. Student is too ill to complete school work.
  - b. Student is contagious
  - c. Family member is contagious
  - d. Student has a doctor's appointment
2. Unexcused absences
  - a. Unexcused absences may result in no grade (NG) and the need to reconsider Homebound Services.

F. Schoolwork

1. Textbooks
  - a. Textbooks should be provided to the student from his/her campus.
  - b. Parents are responsible for checking out and returning textbooks. Neither homebound instructors nor school personnel will be able to check out textbooks.
2. Make-up work
  - a. If the student has been out of school for more than five days prior to the initial General Education Homebound meeting, the family should request make-up work from the student's campus.
3. Extracurricular
  - a. Students who are too ill to attend school are considered too ill to participate in extracurricular activities.
  - b. If the student exhibits the ability for such activities, the student would not continue with Homebound Services.
4. Student Work
  - a. The student's teachers must complete the Teacher Assignment Form (GEH # 4) each week and provide to the Homebound Teachers.
  - b. The student's teachers must provide the assignments and the materials for the assignments weekly to the Homebound Teachers.
  - c. When writing lesson plans for the week for the student on homebound, teachers must take into consideration the student is receiving much less direct instructional time due to the severity of the student's illness/injury than when the student is attending school for instruction.

G. Testing

1. The homebound teacher will administer state assessments to eligible students.

H. Miscellaneous

1. Homebound Services are provided within the Aldine Independent School District boundaries.
2. Homebound instructors will not enter situations that are dangerous. This includes a home where any person has an infectious or contagious condition.
3. An adult must be present in the home with the student during the entire provision of Homebound Services. This is required even if the student is age 18 or older.

I. Transition from GEH to the classroom

1. Length of the transition period must be determined by the GEH committee based on the student's current medical information.
2. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

XXVII. TRANSITIONAL INFORMATION

A. Intermediate to Middle

1. STAAR campus printout for sixth grade students.
2. Labels for all assessment affixed to middle school permanent record card
3. Iowa Test of Basic Skills printout for sixth grade students
4. Reading and math benchmark assessments in cumulative folders
5. The following lists of students are required:
  - a. 504, Dyslexia, ARI, AMI, SSI
  - b. special education program (e.g., life skills, resource, inclusion)
  - c. ESL/ELI/Bilingual
  - d. G/T / Accelerated (specify math, language arts, social studies or science)
6. Cumulative folder  
PGP  
Discipline  
RtI/EIT (Early Intervention Team) documentation and folder  
504 Folder  
SSI folder  
LPAC folder  
G/T folder  
Dyslexia folder
7. By the end of the school year, any changes in a sixth grade student's academic status will be communicated in writing to the seventh grade campus.

## XXVIII. PARTY POLICIES

### **THESE ARE THE ONLY SCHOOL PARTIES ALLOWED FOR STUDENTS.**

- A. Winter - A one hour party with refreshments can be held the last hour of the school day on the last day of classes prior to the mid-winter break.
- B. Valentine's Day - Valentines may be exchanged by the students. No refreshments will be permitted.
- C. **Surprise parties for students or teachers are not permitted.**
- D. Do not send cupcakes, cookies, cakes, candy, balloon bouquets or flowers to celebrate special occasions.
- E. Foods made available to students through school must comply with federal and state child nutrition laws and regulations as stated in Section 15, Cafeteria Policies. Refreshments served at school parties for students must be prepared in health inspected food service establishments such as the school cafeteria, a bakery, delicatessen, restaurant, etc.
- F. Sixth grade students should have one social event per year.

## XXIX. STUDENT TRANSFER

Students transferring from one school to another within the Aldine district will have permanent records sent to the receiving school.

## XXX. ENROLLMENT OF STUDENTS

Students who have been home schooled or from non-accredited (private) schools.

To determine grade placement for these students, a school committee will use a variety of methods. These methods may include standardized tests, benchmark tests, released TAKS test, student portfolios, etc.

## XXXI. AWARDS

Awards are given to the following students:

- A. Students receiving all A's to all A's and two (2) B's will be placed on the Honor Roll;
- B. Students receiving all A's and three (3) B's or up to all B's will be placed on the Merit Roll;
- C. Those who have missed no more than five (5) days of school (good attendance) (grades 1-5, cumulative yearly); and,
- D. Those who have missed no days for the school year (perfect attendance); and
- E. Additional awards may be given to other outstanding students at the discretion of the principal. Examples: student council, library helpers, and flag students.

## XXXII. MUSIC EDUCATION

- A. General Music Education in grade 5 will be based on the Aldine ISD General Music Curriculum Guide emphasizing the Kodaly, Orff (including recorders), and World Drumming Methodologies. School choral, instrumental, and dance groups are encouraged for enrichment purposes. Grade level programs at each school campus should demonstrate mastery of general music benchmark skills and curriculum repertoire.

## XXXIII. LATE ENROLLEES

The late enrollee will be enrolled immediately if the student has proper enrollment documentation. Establish a payment plan if the student has outstanding debts for textbooks, lunch loans, fund-raisers and/or picture money. The student with outstanding debts will not be issued/check out books. The student will have books for class or library use only.

- The late enrollee will attend extended day if the campus determines the student has missed an extended amount of time.
- Extended Year could also be required depending on the amount of time the student has missed.
- Each student's case will be reviewed and recommendations for promotion or retention will be made accordingly by the building administrator/committee reviewing placement.
- In addition, the late enrollee should be provided with instructional modifications upon availability:
  - Tutorials (small group)
  - Peer tutoring
  - Cooperative learning
  - Utilize technology-assisted instruction (individualized instruction)

## XXXIV. GUIDELINES FOR STUDENT RECOGNITION

- A. Spelling Bee
  1. The spelling bee winner from each building will attend the district spelling bee.
  2. Alternates may participate if the champion cannot be there.
- B. Honor Choir
  1. Aldine ISD students in grades 3, 4, and 5 will have the opportunity to audition for membership in the Aldine Children's Honor Choir. Auditions will be held each September.
  2. All intermediate schools will have an opportunity to participate in the Honor Choir if student audition prerequisites are met. Students must score 90% or higher on the audition material in order to obtain membership in the Honor Choir.
- C. Perfect Attendance
  1. Attendance must be verifiable through school records (i.e., report cards, permanent records).



2. If records are not available from other campuses, it will be the responsibility of the parents to provide records or make phone calls that may be necessary to obtain documentation.
3. Students with perfect attendance in grades one through six will be recognized in the sixth grade.
4. Perfect Attendance will be indicated by "0" absences as reported on official school district records of pupil accounting.

D. Art

1. The honoree will have the *Best of Show* winning art work for the Aldine district in the Houston Livestock Show and Rodeo School Art program.
2. Students receiving any other district, regional, state or national honor will be honored, such as a Youth Art Month Exhibit, Fire Prevention Poster contest, PTA Reflections and Energy Conservation Poster contests, etc.

E. Straight A's

1. Students with straight A's will be honored.
2. If records are not available from other campuses, it will be the parental responsibility to provide verifiable records or make phone calls necessary to obtain documentation.
3. The areas to be considered for straight A's will be the **yearly average** of written composition, reading, mathematics, science, and social studies. Intermediate will include elective grades.

F. General

1. Any student will be honored who has received recognition at the district, regional, state or national level in a school or district related program or function. Example: history fair, science fair, Destination Imagination.

## SECTION FIFTEEN: MIDDLE SCHOOLS

### I. AN ALIGNED CURRICULUM

- A. An aligned curriculum is provided in the school district at all grade levels. The scope and sequence and supporting resources are located in the curriculum management system. Any variation from the designated curriculum must be discussed with and approved by the appropriate curriculum program director, director, executive director of curriculum and instruction, and the assistant superintendent of curriculum and instruction.
- B. Campus pilot programs are permissible in different subject areas provided they are approved by the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction and closely monitored by the area superintendent and the building principal.
- C. New courses are added after completion of appropriate paperwork and approval of executive director of curriculum and instruction and assistant superintendent of curriculum and instruction. Notification of new courses will be shared with building principals.

### II. CURRICULUM PROGRAM DIRECTORS

The curriculum support team includes the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction, directors and program directors for each content area.

The curriculum support team establishes and monitors the district curriculum aligned to the state standards, the Texas Essential Knowledge and Skills (TEKS), in all curricular areas. The directors and program directors work with campus personnel- teachers, skills specialists, and curriculum administrators- to develop or modify the curriculum and align district assessments.

The curriculum support team provides campus support to ensure classroom instruction is aligned to the district curriculum and assessments. Campus administrators will confer with the appropriate director/program director before making any changes to the district scope and sequence or assessments. Any changes to the district scope and sequence must be approved by the assistant superintendent of curriculum and instruction and the executive director of curriculum and instruction.

### III. TEACHER PLANNING AND PREPARATION TIME

#### A. Planning Time (Optional)

During the planning time, teachers are required to use this period daily to meet with the subject team or interdisciplinary team to plan lessons, disaggregate student data, develop common assessments, plan, deliver, or attend staff development, tutor students, conduct conferences or meetings with parents or any other activities as directed by the building principal or his/her designee.

#### B. Planning and Preparation Time

Each classroom teacher is entitled to at least 450 minutes within each two week period for instructional preparation including parent-teacher conferences, evaluating students' work and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period, a classroom teacher may not be required to participate in any other activity.

#### IV. PLANNING AND THE LESSON PLAN FORM

- A. Lesson plans are to be completed in the curriculum management system and submitted according to the campus plan weekly. Semester syllabi and lesson plan notebooks will be saved in the teacher online library. Lesson plans will be approved by the curriculum assistant and principal. All lesson plans will follow the district lesson plan template.
- B. Lesson plans will be submitted and monitored weekly by the principal or his/her designee.
- C. Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

#### V. SIGN-IN AND OUT RECORDS

Each principal will maintain a sign-in and out register for all professional staff members. Time cards are to be maintained on all non-professional personnel.

#### VI. SUBSTITUTE TEACHER SIGN-IN AND OUT

A separate sign-in and sign-out record will be kept on all substitute teachers in order to be able to have accurate records for the business office. These teachers are to follow the same work day as a regular classroom teacher. This record must be forwarded to the payroll office for pay purposes.

#### VII. TEACHER WORK DAY AND PROFESSIONAL DEVELOPMENT DAY SCHEDULES

School Day:	Teachers	8:20-4:10
	Office Personnel	8 ½ hours including 30 minute lunch

Bus schedules could alter sign in and sign out times. Any deviation from standard time for school start and end must be approved by the area superintendent.

Work Day/Professional Development Day:	8:00-3:30
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Building Professional Development schedules may be adjusted to 8:00-3:00 if building staff agrees to shorten the time allotted for lunch or to have a working lunch.

Teachers will be allowed to leave campus during lunch as long as they return to the campus on time. Teachers must sign in and out when leaving the campus and returning.

#### VIII. REGULAR DUTY

Teacher and paraprofessional duty time will be determined by the building principal. A duty roster will be given to each teacher and one will be posted in the office. Special duty is a vital part of every teacher's and paraprofessional's responsibility. It is imperative that each staff member assumes his/her share of the responsibility of a given assignment. Each staff member on duty is responsible for proper student conduct in and around his/her duty station; therefore, close observation is necessary.

#### IX. SUPERVISION

Students should never be left unsupervised. If it is necessary for a teacher to leave the classroom for any reason, a neighboring teacher, or some other person designated by the building principal may be requested to assume this responsibility.

X. ACCIDENT PREVENTION

Students are not to be allowed in any laboratory without the instructor being present. Safety rules should be on display.

It is of the greatest importance that this policy be followed without exception. This policy is to include all CTE classes and computer labs. No student will be permitted to work during mid-morning and mid-afternoon breaks, during lunch periods or without teacher supervision after school. The instructor is to be in the labs at all times when students are present.

Safety rules will be enforced at all times; this includes the wearing of eye protective devices when performing or observing experiments which may cause eye injury.

XI. FIRE PROTECTION REQUIREMENTS

It will be the responsibility of the principal to see that the State Fire Prevention Regulations are met. A report to this effect must be filed each school year. The requirements are as follows:

**MINIMUM REQUIREMENTS**

Schools are encouraged to incorporate fire safety/fire prevention lessons into the curriculum. At the end of the year in the fire marshal's report, schools are required to provide a percentage of students who have had fire prevention instruction.

Curriculum guides are available from the Fire Prevention and Outreach section of the State Fire Marshal's Office at P.O. Box 149221, Austin, Tx 78714-9221 or online at [www.tdi.state.tx.us/fire/fmcurric.html](http://www.tdi.state.tx.us/fire/fmcurric.html).

**Fire Drill**

One fire drill must be conducted each month and a record of these drills kept.

**Inspection Material**

Representative material from each section of the eighth grade must be kept on file in the principal's office for inspection.

**Reports**

Schools are required to maintain the fire drill and fire prevention forms at the campuses and turn them in to the director of safe and secure schools at the end of the year.

XII. GRADING AND EVALUATION

Policies described are minimum district policies. Individual buildings may have additional requirements.

- A. Adequate grades and evaluations must be maintained on students at all times. These grades and due dates of student assessments must be kept in the district's electronic grade book. Each teacher must record weekly evaluations on each student. Samples of student work must be filed in order to show adequate evaluation procedures. Copies of all final exams are to be filed with the principal at the end of each semester. All grades will be reported numerically on a scale of 0 to 100. A minimum grade of 70 is required for credit in a course.

Final semester grades are an average of each of the two nine week-grades, counting 45% of the semester average. The final exam/benchmark exam makes up the additional 10%. Grades will be averaged to determine the yearly grade for each course.

Final Exam – Completing a final exam is a course requirement and must be taken in order to pass the course and receive credit for that course. Students must take final exams in order to receive credit in a course, unless the students qualify for an exemption under current policy.

The state conversion scale for numerical grades is:

100-90 = A  
 89-80 = B  
 79-75 = C  
 74-70 = D  
 69- 0 = F

Progress reports will reflect actual student grades.

**B. GRADING POLICY**

The following grade policy will be used for all courses taught at the secondary level:

1. Percentages for major and daily work:

		<u>Major</u>	<u>Daily</u>	<u>Homework</u>
a.	Regular	60%	30%	10%
b.	Honors / G/T	60%	30%	10%

2. Major Grades - A minimum of three TEKS/benchmark based major grades must be recorded per grading period.

**Major grades may consist of, but are not limited to, the following:**

- Nine week tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessments
- book reports/critiques
- compositions
- portfolios

Nine-week common assessments will be given in science, math, language arts, and social studies (s/m/la/ss). Math, language arts, and social studies will have an 18 week benchmark exam. Language arts follows the layered lesson cycle.

<b><u>1<sup>st</sup> nine weeks</u></b>	<b><u>2<sup>nd</sup> nine weeks</u></b>
6 week cumulative assessment (s/m/la/ss)	18 week cumulative assessment (s/m/la/ss)

3. Daily Grades-

A minimum of **fifteen** TEKS/benchmark based daily grades must be recorded per grading period.

**Daily work may consist of, but are not limited to, the following:**

- group/individual projects
- hands-on activities/labs/rehearsals
- class/group work (cooperative learning, etc.)
- vocabulary assignments
- learning centers
- chapter/unit tests (if applicable)
- lab reports
- computer activities
- notebooks
- appropriate homework
- vocabulary/spelling tests and/or assignments
- interim work for projects/papers
- quizzes
- activities from adopted text series
- calculator activities
- journals
- 
- writing processes (prewriting, drafting, revising, editing, publishing)
- informal compositions
- portfolios
- speech/communication/presentation skills
  
- Note: Each subject area may have special categories that have not been listed, but should be used consistently throughout the district.
- Non-weighted classes will use the Daily category in the gradebook for all assignments.

4. Homework

At least one (1) homework grade is required each grading period with the exception of non-weighted courses.

Each school will communicate and enforce a homework policy. The campus homework policy will include consequences for late and/or incomplete homework.

It is expected that most homework be done out of class. However, it must be noted that any assignment should be thoroughly discussed and explained in class. In many subjects, it is best to give the students time in class to begin work on the assignment to insure that they understand what is expected.

Homework should be purposeful and adjusted to the needs of the individual student. A discussion with the class for the purpose of evaluating homework assignments can be helpful.

Insistence on your part that homework should be done and done well is important. In your discussion of the homework assignment, the purpose of the assignment should be made clear to the students. Often assignments appear to

the students to be a meaningless, time-consuming task. Sufficient explanations must be given so that students know:

- How the assignment is related to the topic under study
- The purpose of the assignment
- How the assignment might best be carried out
- What needs to be done to demonstrate that the assignment has been completed

It is good practice to write the assignments on the overhead or chalkboard and then see that the students write their assignments down in the assignment section of their notebooks.

The following are guidelines to be used by the teacher in making homework assignments:

1. Is the assignment a logical outgrowth of the work of the class?
2. Is the assignment meaningful and carefully planned rather than busy work?
3. Do the students understand the content/skills/concepts with which the assignment is concerned to such a degree that incorrect learning is not being reinforced?
4. Do the students fully understand the directions? Have the students written down the pertinent directions? Are the directions on printed material?
5. Can the assignment be adapted to fit students' abilities and to minimize their limitations?
6. No homework should be assigned as a punitive measure.
7. Is a long-range homework assignment such as reading a novel or developing a project extended over an adequate amount of time? Are periodic deadlines built into the long-range assignment? Will several grades/checks be taken on the long-range assignment during the time allotted to insure students are on task and that they understand the assignment?
8. Homework should not be used to teach complex skills. It should generally focus on simple skills and material or on the integration of skills already possessed by the student.

If the above are followed as principles and procedures for assigning homework, then there need not be any specific guidelines concerning the maximum length of time students should spend on homework.

## 5. Grade Reporting

The grade reporting periods are determined by the district. The grade reporting period ends at the end of the school day on the last day of the grading period excluding final grading period. Cycle grades will not be exported into the district's electronic grade book before the end of the grade reporting period.

Excluding the final grading period, report cards will go home at the end of the week following the end of the previous grading period.

Report cards will be sent home each nine weeks. Parents must sign and return a copy to the school. Parents of students making a failing grade in any subject must be notified and offered the opportunity for a conference with the teacher who issued the failing grade. Error in notification will not necessarily constitute a change of grade.

Parents or guardians will be contacted by the teacher at any time during the reporting period that there is a clear indication the student is doing unsatisfactory work. In addition to the nine weeks report card, a progress report will be sent home at the end of the third and sixth week periods to the parents of all students. Schools will have two nine week-grades each worth 45% of the semester grade and the final exam grade will be the other 10%. Grades will be averaged to determine a yearly grade for each course.

If a student, because of no fault of his own, cannot get in required work by the end of the grading period, the teacher will give the student an “I” (Incomplete) until the work is completed. The student must arrange with his teacher to complete his work within seven calendar days. The student is responsible to submit the work in seven calendar days, and the teacher is responsible to change the grade from “I” to a numeric grade using the District Policy and following campus grade change procedures. If a numeric passing grade is not updated within the seven day period the student will remain ineligible through the next grading period.

#### 6. Late Work

Teachers are expected to work with students to turn in late work. To align practices with the belief that grades should reflect student mastery of skills and not student behaviors, students should have ample opportunities to complete assignments. Teachers will employ RtI interventions to ensure student success and demonstration of student mastery. Teachers should use professional judgment to align strategies and equitable opportunities for students to complete work considering extenuating circumstances, etc.

#### Interventions

Campuses will provide multiple intervention opportunities for students who have not completed assignments by the due date. These opportunities may include but are not limited to:

- Lunch study sessions
- Before/after school study sessions

#### Major Grades (examples of major grades are listed on 16-4)

- If students do not submit work on time, teachers must begin intervention strategies to assist students in completing the assignment. Strategies must be aligned to individual campus strategies.
- Students may submit late work with ten points deducted for each day after the due date. After the third school day the highest grade will be a 70.
- Teachers/departments have the option to extend the deadline or date to accept late work beyond the third day for a maximum of 70 points possible.
- Administrative interventions will be employed for students who do not demonstrate reasonable effort in the completion of major assignments.

#### Daily Work

- Students are expected to complete daily assignments.
- If students do not complete daily work, then teachers must use the appropriate interventions to help students practice and demonstrate mastery of skills.
- Teachers must begin intervention strategies to assist students in completing the assignment. Strategies must be aligned to individual campus strategies.
- Students may submit late work with ten points deducted for each day after the due date. After the third school day the highest grade will be a 70.



- Teachers/departments have the option to extend the deadline or date to accept late daily work beyond the third day for a maximum of 70 points possible.
- Administrative interventions will be employed for students who do not demonstrate reasonable effort in the completion of daily assignments.

#### Homework

- Students are expected to complete homework. Students who come to class without homework will complete the assignment according to the school's system for completing work.
- Opportunities to complete homework include but are not limited to the following options:
  1. complete the work in after school tutoring/study session
  2. complete the work at home to turn in the next day for minus 10 points.

#### 7. Make-up Work

- Work assigned on the day of an excused absence must be completed and given to the teacher. It is the responsibility of the teacher to provide make-up work when the student returns to class. The student is expected to complete and submit the make-up work. No penalty is to be attached to make-up work turned in within three school days of returning to class for any absence.
- For extended absences of more than three school days, special arrangements need to be made with the teacher for makeup work.

When students are absent for several days, the school will help in getting assignments from teachers. Parents will need to call a day in advance to make these arrangements.

#### D. CONDUCT GRADES

Conduct grading is as follows:

- E = Excellent – The student has an excellent attitude, is very cooperative, and conforms to all school rules and regulations.
- S= Satisfactory – The student's behavior is generally acceptable.
- N = Needs Improvement – The student is uncooperative and his attitude is unacceptable. Parents must be contacted before an N is given.
- U = Unsatisfactory – The student is insubordinate and unwilling to conform to school rules and regulations. The principal or assistant principal is consulted in giving this grade. The parent is contacted. The student is subject to removal.

#### E. INSTRUCTIONAL INTERVENTION – RE-TEACHING/REASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher's gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher's grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

#### Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher's grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.
- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will be receive a 0 and will not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).
- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

### XIII. TUTORIAL PROGRAM

Tutoring will be provided for students in English, language arts, math, science and social studies. Tutoring will be provided during the school day or after school for students failing any of the designated subjects or for students functioning below grade level in any of these subjects.

### XIV. PROMOTION/RETENTION/PLACEMENT POLICIES

#### A. Promotion/Retention

1. Students must achieve an overall average of 70 or better for all courses taken in order to be promoted from one grade to another. Students must also achieve an average of 70 or better in each of the following: English, reading, math, science, and social studies.
2. Students may attend extended year in order to make up a failed course. It may be possible to avoid placement or retention through extended year credit. Students who have failed a portion of the STAAR test will lose elective courses in order to make room in the schedule for the remedial program.

3. Students who fail an academic course and/or a STAAR test and do not attend extended year or do not pass the course in extended year are eligible for retention.
4. In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.

A student who attends at least 90 percent of the program days of a program under this section and who satisfies the requirements for promotion prescribed by Section 28.201 shall be promoted to the next grade level at the beginning of the school year unless a parent of the student presents a written request to the school principal that the student not be promoted to the next grade level.

TEC Sec. 28.201 Student Achievement

(a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.

(b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement of proficiency in the area must be considered. (Optional Extended Year Program).

5. Eighth grade students must pass the reading and math STAAR tests as prescribed by state law in addition to meeting regular promotional standards in order to be eligible for promotion to the ninth grade.

An eighth grade student who does not demonstrate proficiency in reading and math by meeting all STAAR standards may only advance to ninth grade by a unanimous decision made by the Grade Placement Committee and by successfully completing accelerated instruction as prescribed by state law.

The Grade Placement Committee (GPC) may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:

- a. Component 1: evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories;

The following information may be used to determine evidence of satisfactory student performance:

Writing Folders

Satisfactory scores on writing assignments

Benchmark Assessment Scores

Passing grades of at least 85 or above on reading and math tests

Report Card Grades

8<sup>th</sup> grade students must pass each core class (reading, English, math, science, and social studies) in order to be promoted to 9<sup>th</sup> grade.

Texas English Language Proficiency Assessment System Results

TELPAS Reading (ADVANCED)

Checkpoint Tests

Average of 85 or higher on checkpoint tests in reading and math

Teacher Observation

Inclusion information through the ARD

- b. Component 2: the recommendation of the student's teacher(s)
  - c. Component 3: extenuating circumstances that have adversely affected the student's participation in either the required assessments or accelerated instruction
  - d. Component 4: The following information will be considered as appropriate:
    - Enrollment data: mobility and attendance
    - Previous records of retention and student's age
    - Record of previous intervention, Individual Intervention Plan
    - Previous referrals for special education
    - Documentation of the Early Intervention Team
    - Schedules and notes from parent conferences
    - Parent contacts
    - Any other appropriate information from the student's cumulative folder
6. Students in grade 7 who do not pass the reading, math, or writing STAAR tests and 8<sup>th</sup> grade students who do not pass the science and social studies STAAR tests must successfully participate in accelerated instruction in order to be eligible for promotion.

B. Encounters (G/T) Program Student Review

By April of each year, the principal will direct G/T teachers and counselors to review the progress of each G/T student. If any student is not performing to a level that is acceptable to remain in his G/T component, the student will be referred to the G/T screening committee for evaluation. (Sufficient documentation of parent contact must be in the student folder.) The screening committee will review, evaluate, and recommend continued placement or removal from the G/T component.

C. DYSLEXIA

At any time that a student continues to struggle with one or more components of reading, the individual school will collect additional information about the student. Schools will use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. A 504 committee determines the identification of dyslexia after reviewing all accumulated data including a formal assessment. Students with dyslexia will be placed in Aldine's Multisensory Academic Program for dyslexia intervention. Students will attend intervention in accordance with Tier III/RtI recommendations and progress monitoring will occur weekly. Upon completion of the dyslexia intervention program, students will be placed on monitor status. Students who have been exited from dyslexia intervention will be monitored every nine weeks for the first year and every semester thereafter through grade 12. Annual 504 meetings will occur between November and December

each school year to ensure that proper accommodation plans are in place to meet each individual dyslexic student's needs.

XV. SUMMER SCHOOL/EXTENDED YEAR PROGRAM

Summer school principals will be appointed and the location of the schools will be approved by the superintendent. All policies and regulations will be reviewed each year by the staff members responsible for their particular area of instruction.

All summer school and extended year funds will be accounted for in an accurate manner. Deposit summer school monies in the summer school account at the Central Office.

In order for a student to attend summer school or extended year in Aldine they must be enrolled in an Aldine school and, the student's parent or legal guardian must be a resident in the Aldine district for the majority of the school year. Exceptions to this policy may be made by the building principal if adequate proof of residence is supplied before the end of the school year. Children of Aldine employees may attend an Aldine summer school regardless of residence.

Special Education Extended School Year (ESY) will be provided as a result of ARD decision, usually at a centralized location.

All summer school and extended year teachers will be paid \$25.00 per hour. Special Education teacher pay is \$35.00 per hour.

XVI. FIELD TRIPS

- A. Field trips must be of an educational nature (extended instructional activities).
- B. Requests must originate with the building principal and be approved by the area superintendent.
- C. All trips need to be planned well in advance and have a written bus requisition submitted by the designated date each month for the following month's trips.
- D. All free/reduced price students must be allowed a sack lunch meal from the school cafeteria which meets child nutrition regulations. Paying students must be allowed to choose the same lunch to be paid for at the regular lunch price so as not to identify the free/reduced students. Student meal cards may be used. The cafeteria manager must have at least two weeks advance notice so she may order the food for these lunches. A field trip form must be completed by the adult in charge.
- E. If possible, all costs associated with a field trip should be funded by campus organizations or special revenue funds. When necessary, campuses can ask all students to pay the same nominal charge for field trips. Funds collected from students can only be used to pay for field trip expenses and cannot be transferred to other accounts. All funds must be receipted through Aldine.
- F. Every child needs written parental permission before going on a trip.
- G. An approved list of field trips is maintained by the area superintendent.
- H. Trips should be scheduled from October through April in order to alleviate transportation problems. Plan to schedule field trips on Tuesday through Friday. Exceptions must be approved by area superintendent.
- I. Field trips are not to be extended beyond 100 miles from Aldine ISD.

- J. Middle school students do not participate in overnight field trips.
- K. Children not enrolled in the class/grade/school may not ride the bus.
- L. Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- M. Field trips funded through special program funds must meet the requirements of the funding source. Lesson plans must document pre and post educational field trip activities.
- N. Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- O. Any parent or adult who volunteers regularly with students must have a criminal background check.
- P. Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

### **GUIDELINES AND REGULATIONS GOVERNING FIELD TRIPS 2012-2013**

1. Requests for field trips or athletic activities must be submitted to the Area Superintendent, Athletic Director, Director of Performing Arts, Executive Director of Special Education or Director of Career and Technical Education by the 5<sup>th</sup> of the month prior to the month the trip is scheduled. *Approved requests should then be submitted to the field trip office by the 15<sup>th</sup> of the month prior to the month of the field trip. This is Aldine School Board Policy.*

Do not send field trip forms directly to the Transportation department. Your Area Superintendent or Executive Director/Director has to approve them before sending them to Transportation.

Late field trip requests must be walked through to your Area Superintendent or Executive Director/Director and then to the Transportation department.

***Field trip requests cannot be assured during regular route times which are 5:30 a.m. - 9:00 a.m. and 1:30 p.m. – 5:00 p.m.***

***All general field trips must return to their home school by 2:00 p.m. All special education field trips must return by 1:30 p.m.***

Calling to verify the field trip the week before is highly recommended.

2. At least one sponsor is required on each bus for all field trips; they must ride the bus to and from the destination. No more than four parent chaperones are allowed on each bus. It is recommended that the sponsor sit in the back of the bus to keep an eye on the students.
3. The sponsor must provide directions or a map for any destination outside of the Aldine district. Also, verify intended route with driver before departure, this will ensure that there are no misunderstandings.
4. All field trip destinations must be within Harris County on a school day.
5. Sponsor must notify the field trip office about changes when a bus request is received with dates and/or times TBA (to be announced). The TBA arrangements must be cleared up as soon as possible to prevent problems.

6. Please notify your teachers that if they request a bus to shuttle them to an event, they need to be ready when the bus arrives. Example: soccer team needs to leave at 4:15 p.m.; they must be ready to leave at that time. A different driver will pick them up so the location of the pick up needs to be verified.
7. Sponsor or sponsors are responsible for conduct and housekeeping on the bus. It should be the duty of sponsors to inspect conditions of the bus (with the driver) before loading students. It is also the responsibility of the sponsor to make an inspection after the trip is completed. Property damage to the bus by students while on a trip must be reported to the transportation administration. The guilty party will be expected to pay for all damages. The transportation department is not responsible for any items left on the bus by students, sponsors or the sponsoring organization.
8. Large objects that cannot fit in the seats are not allowed. It is a federal law that aisles and all emergency exits on buses are kept clear at all times.
9. A large bus can hold 60 elementary students, 50 middle or intermediate students, 45 high school students. On a general field trip, the maximum number of parents per bus are 4.
10. Overnight field trips: All expenses will be paid by the sponsoring organization. No driver should be expected to pay their own expenses for meals or lodging. All arrangements must be made prior to departure. Meal money: Breakfast **\$12.00** – Lunch **\$12.00** – Dinner **\$12.00**. If your trip begins at 6:00am or before the sponsor must provide breakfast. The meal money must be given in cash to the driver. Drivers must be provided with their own room or if they must share a room with another driver, they must have their own bed. Drivers are not allowed to share a room with a sponsor, teacher or student.
11. The transportation department has no provision to pay fees for toll roads. If a route via the toll road is desired the sponsoring group needs to arrange toll payment before entering the tollway.
12. If a trip is rescheduled, the sponsor must notify your Area Superintendent or Executive Director/Director of the change, then notify the Transportation department. If the sponsor wants to reschedule for a month out or more, please send in new paperwork.
13. Sponsors are responsible for notifying Transportation if a field trip has been cancelled. Any trip cancelled with less than 24 hours' notice will result in a minimum charge of **\$20.00** weekdays and **\$35.00** weekends, plus the In-district or the Out-of-district fee, plus the driver's waiting time at the school, unless approved by a Transportation Administrator.
14. All rules and regulations that apply to students for regular transportation also apply for extra curricular trips. Sponsors are required to enforce these regulations. In addition, please observe the following:
  - A. The sponsor is responsible for all discipline on the buses at all times.
  - B. No glass containers of any kind are allowed on the bus. Ice chests with lunches and canned drinks may be carried on the bus, but only bottled water can be consumed on the bus.
  - C. No food products can be consumed on the bus.
  - D. No animals of any kind are allowed on the bus.

- E. On a regular field trip, only drivers, sponsors, chaperones and participants may ride an extra curricular bus. No spouses or children of drivers or sponsors are allowed.
15. No smoking or use of any tobacco product is permitted on any A.I.S.D. bus.
  16. State law regulates the maximum speed limit of buses to 55 M.P.H. on interstates and highways, outside the city limits. The speed limit is 50 M.P.H. within the city limits. Please do not ask to go at a faster speed.
  17. Organizations cannot paint or place signs or banners on the bus. No item may be placed on a bus which impairs the vision of the driver.
  18. No Aldine I.S.D. bus is allowed to travel to any individual home (students, teachers, sponsor, or driver) for any reason unless approved by a Transportation Administrator.
  19. Any questions regarding field trips can be directed to Helen Bigley (East side) at (281) 985-6627 or Terri Walker (West side) at (281) 878-7808.

#### XVII. PHYSICAL EDUCATION/WELLNESS PARTICIPATION

All students will be required to participate in physical education except:

- A. Students who have district approved Category I and Category II physical education waivers. In the event a student has been ill and the parents have requested that they be excused from participation in PE for three (3) days, such requests should be honored. No penalty to the student's grade should be involved in such instances. The note from the parent is to be given to the physical education teacher who will honor it. If this becomes a frequent occurrence, then the physical education teacher should ask the nurse to contact the parent and investigate the situation further. During the recovery time, the student will continue to learn the concepts of the lessons but will not actively participate in the skill demonstration. (LOTC can take the place of PE.)

Common sense and good judgment can help with better public relations in all such cases.

- B. Students with medical limitations will be provided additional services through the adaptive wellness program if determined to be needed by ARD.

#### XVIII. TESTING PROGRAM

- A. Stanford 10  
Administered in the fall to all Limited English Proficient (LEP) students in grades 7 and 8
- B. ReadStep  
Administered in the fall to students in grade 8
- C. State of Texas Assessment of Academic Readiness (STAAR)  
Administered in the spring to students in grades 7 and 8
- D. Texas English Language Proficiency Assessment System (TELPAS)  
Administered in the spring to all Limited English Proficient (LEP) students in grades 7 and 8
- E. Testing programs for students receiving special education services  
See Section 23, VII – Participation in State and Local Assessments A-J



## XIX. EXTRACURRICULAR SCHOOL ACTIVITIES AND ORGANIZATIONS

### A. Extracurricular Guidelines

As a general policy, all organizations and extracurricular activities will relate to, support, and improve the school curriculum, morale and standards of student life. Every organization must have the explicit approval of the principal in order to be a part of the school. Fraternities, sororities and social clubs, in accordance with state law, are not to be in the public schools.

All school organizations, student and parent, will be under the direction of the school principal. All meetings, projects, activities and social functions must be approved by the principal. Funds from all organizations are to be deposited in the school agency account.

Student participation in extracurricular activities must be limited to the extent that no student misses more than 10 days during the school year. This includes activities either on or off campus. No more than 7 of the 10 days may be used in one session.

A student will be suspended from participation in any extracurricular activity sponsored or sanctioned by the district or the UIL after a grade reporting period in which the student received a grade lower than 70 in any academic class other than an identified honors or advanced class. A suspension continues for a three week grade reporting period and is not removed during the school year until one of the following conditions are met:

1. The school year ends
2. The student's grade in each class (other than identified honors or advanced class) is equal to or greater than 70 at the end of the following three-week review period.

A "grade reporting period" means:

1. The six-week grade reporting period; or
2. The first six weeks of a semester and each grade reporting period thereafter.

The principal and each of the student's teachers will make the determination concerning the student's grades.

A student suspended under this section may practice or rehearse with other students for an extracurricular activity, but may not participate in a competition or other public performance.

The grade restriction for extracurricular activities does not apply to summer activities or to activities during the first six weeks of each school year.

Lists of "Important Dates for Academic Eligibility for Extracurricular Activities" are updated each year. These lists give academic check dates for the six grading periods. These lists can be found in the district's Student/Parent Handbook, Coaches Athletic Handbook, Parent/Athlete Handbook, or obtained through the central athletic office.

Practice time outside of the school day is limited for extracurricular activities. For all information about extracurricular activities refer to current TEA/UIL Side by Side.

## B. Local Fund Raising Activities

The purpose of fundraising activities is to provide additional financial support to the academic, co-curricular and extra-curricular programs available to students on campus.

Campuses may conduct fund raising activities throughout the school year. Consideration must be given for minimum disruption of instructional time during the school day.

At the high school and middle school levels, each student program/organization may conduct three fund raising activities each school year.

Raffles, lotteries and other games of chance are prohibited by State Law, and shall not be conducted on school property or by school organizations.

Organizations identified as a non-profit with a 501(c) status are not permitted to conduct raffles, lotteries and other games of chance on district property.

All fund raising activities must be approved and scheduled through the building principal with specific goals for the activity stated in the proposal. The principal will schedule fund raising activities based on three general criteria:

- length of time required for the fund raising activity
- number of fund raising activities scheduled for any given time period
- number of fund raising activities scheduled for any one program or organization

Students who participate in fund raising will be held accountable for those items which they volunteer to sell or the money which will be generated by the sale of those items.

Parents must consent for their child to fund raise by signing the appropriate form and understand that they are held accountable and responsible for fund raising items and monies.

Students will not be allowed to conduct fund raising activities door-to-door or on the street.

## C. Social Events

All social events of clubs, classes and organizations must be approved by the principal and be on the official school calendar. All such events are not to take place during the regular school day. The school sponsor or sponsors must be present at all school functions of any school organization and see that everything is carried on in an orderly manner. For large events security patrols are to be employed by the school. Every large social activity should be attended by the principal or one of his/her assistants throughout the entire event.

When such functions are held at the school, all decorations are to be removed and furniture replaced before sponsors leave. Extra custodial charges must be paid by sponsoring organization.

The middle school has the following limitations for class socials:

- 7th grade - 1 social, for seventh graders only
- 8th grade - 2 socials, for eighth graders only
- (Maximum of 3 school-wide socials)

Middle school class socials should be held on campus and should not require formal dress.

Middle schools will not have “proms” or “graduations.” These activities are reserved for high schools.

D. Extracurricular/Co Curricular Field Trip Policies

1. Approved Trips

Field trips are to be limited to seminars, conventions, contests and experiences of an educational nature. (Pleasure and entertainment type experiences are not to be interpreted as being educational.) **The request must originate with the building principal** and be approved by the area superintendent. All trips need to be planned well in advance and have four copies of a written requisition submitted by the established deadline. Field trips funded solely through special program funds must meet the requirements of the funding source.

A list of students involved on a field trip must be kept by the school principal or designee and by the lead teacher/sponsor. Students must be checked on and off the bus at each stop to ensure the safety of each student involved.

2. Use of Buses

All trips involving buses require an approved bus requisition signed by an area superintendent or director prior to the requested travel.

3. Overnight Trips

Middle school students may only take overnight trips for district approved events such as the state or national history fair. All trips are not to be extended beyond 100 miles from Aldine ISD. Refer to section ten for more information on travel.

4. Computing Cost of Bus

There will be no cost for use of school buses involved in field trips made in the immediate Houston area. Each school, depending upon enrollment, will be allowed a specific number of such trips.

5. Student/ Chaperone Ratios

See section 10 for student/chaperone ratios.

E. Involvement In More Than One Activity

1. A student may be enrolled in more than one extracurricular activity. Conflicts in rehearsal/practice and/or performance times should be resolved at the campus level. Rehearsal/practice time is to be apportioned in an equitable manner.

2. No penalty to grades, position, etc. is to be assessed because a student chooses to be involved in more than a single activity.

F. Eligibility and Qualifications of Students Elected to Office

1. Eligibility: The student may be elected to an office at the beginning of the school year. Following the initial six weeks or six weeks period of a school year, a student must not have a recorded grade average lower than 70 in any course for that preceding grading period. The student must have conduct grades for the year of no more than one "N" and no "U's".

2. Qualifications: The student must have been enrolled in school the preceding grading period and be officially registered at the time of preparation of ballot.
3. Should any officer make a failing grade in any one subject in a grading period, the student will be placed on probation until the next grade report. If still failing, the student must forfeit the office. Should this happen in any class, the presidency will be filled by the vice-president. All other vacancies will be filled in a manner determined by the principal and the sponsor. In some cases, the position may remain vacant.
4. It will be the duty of the sponsor of the respective group to verify qualifications and eligibility of each candidate for the office. After election if a student is determined to be unqualified or ineligible, the office will be considered vacant.
5. Major offices will be defined as president and vice-president of all classes, student council, and clubs with national affiliations. All other offices will be classified as minor offices. A student may hold one major office and one minor office or two minor.
6. Election of class officers/representatives (except seventh graders) will be held during the spring prior to the office holding year. Seventh graders will elect officers during the first six weeks each year.
7. A student who has no more than one failing grade "F" from the previous grading period can be a candidate in election/selection for cheerleader, drill team, and class or organization officers for the next school year.

#### XX. PAID ASSEMBLIES

Paid assemblies and/or entertainment will be approved by the principal. All schools will be limited to **three paid** assemblies involving outside entertainment. Grant funds cannot be used to provide additional paid assemblies. It will be the principal's responsibility to determine that only quality entertainment is used.

Principals are encouraged to set up a yearly calendar and schedule all such assemblies for the entire year. (Avoid having any two paid assemblies close together.) The calendar of activities and assemblies for the entire year may then be printed and distributed early in the fall semester.

Programs, assemblies, concerts, plays, etc. from other schools in the district must be scheduled through all involved principals.

#### XXI. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

- A. salespeople, vendors, agents, etc. who are directly involved in school fundraisers or other school functions;
- B. those individuals listed above must have a vendor letter for the current school year signed by the director of special programs.

## XXII. LIBRARY FINES: GRADES 7-8

- A. Students are responsible for returning library materials on or before the due date.
1. **A ten (\$.10) cent overdue fine** will be charged **per book, per day**, excluding weekends and holidays.
  2. The total overdue fine may not exceed \$2.00 per book.
  3. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.
  4. It is **not** necessary to write student receipts for small library fines; but, when the information literacy specialist turns in a sum of money to the office, it is to be receipted.
  5. School policy also determines if students with long overdue books or outstanding fines are to be restricted in their use of the Library Media Center.
- B. All students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.
- C. Specific policies regarding lost or damaged library materials are:
1. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.
  2. When a lost item has been paid for and then is found and returned in good condition before a replacement is purchased, the school owning the material will issue a refund to the student.
  3. The student does not need to be enrolled in the school owning the item at the time it was lost to receive a refund.
  4. The information literacy specialist and the principal have the option to assess a damage and/or overdue fine when a lost and paid item is returned to the library. An overdue fine cannot exceed \$2.00 per item.
  5. **If the lost item is paid for, and then returned in an unacceptable condition, the information literacy specialist and the principal may decide not to issue a refund.** In this case, all **identification marks** should be removed or blocked out and the item should be returned to the student.
  6. After a replacement title has been purchased, the student is not entitled to a refund if the item is found and returned. The item then belongs to the student. In this case, all **identification marks** should be removed or blocked out.
  7. After a student has paid for a book damaged beyond repair, **it is his or her property.** In this case, all **identification marks** should be removed or blocked out.
  8. Students are also responsible for paying damage fees, according to the fee schedule below, for repairable damage to library items.
    - Missing barcode and/or spine label and/or date due slip – up to \$2.00
    - Torn pages – up to 25% of cost of book
    - Ink or pencil marks (minor) - \$1.00 per page

- Ink or pencil marks (major) – 25% of cost of book
- Loose bindings (due to misuse) – 50% of cost of book
- Missing pages – 100% of cost of book
- Obscenities (drawn or written) – 100% of cost of book
- Damages that prevent re-issuing book – 100% of cost of book

NOTE: If a student pays for a book in full (100%), he/she is entitled to keep that book.

D. Procedures:

1. A pre-numbered Aldine ISD receipt **must be** issued to the student when a lost or damaged item is paid for.
2. Money collected for lost or damaged library items must be turned in to the school bookkeeper for deposit.
3. A receipt confirming the amount deposited must be given to the information literacy specialist.
4. Money collected for lost or damaged library materials **must be used to purchase replacement copies**. If a specific title is no longer available, the information literacy specialist should purchase a similar title.
5. All receipts must be documented on an official pre-numbered Aldine ISD receipt book.

XXIII. POLICIES FOR LENDING MONEY TO STUDENTS FOR MEALS

All schools are to make arrangements to lend lunch money to students who forget or lose their money. In most instances, this is handled through the principal's office.

The USDA federal meals program allows free meals only to students whose families are currently approved for free meals benefits. Schools may wish to purchase, with school funds, sandwich ingredients for students with outstanding loans.

Lending money to staff members is prohibited.

XXIV. FEES, MEMBERSHIPS, AND PER DIEM AT DISTRICT EVENTS

A. School Fees and Memberships

All membership fees for organizations such as UIL, etc. will be paid by the district. This includes entrance fees in events of solo and ensemble, concert and sight reading, career and technology contests, etc. Requests for such checks are to be made well in advance of the date and are to be directed to the appropriate director.

B. Professional Organizations

Personal membership(s) in professional organizations are not to be charged to the district, special revenue, or agency funds, unless it costs less to pay for the cost of a conference or subscription fee plus a membership fee than it does to pay the non-member fee for the conference or subscription fee. The district will pay for membership fees for teachers if membership is required for students to participate in the organization contest/activity.

## XXV. ATTENDANCE POLICY

Every child in the state who is six years of age or who is less than six years of age but has previously been enrolled in the first grade, must be enrolled in school. Students must continue to be enrolled in school until their eighteenth (18<sup>th</sup>) birthday occurs. Attendance will be for a minimum of eighty (80) days each semester for grades 7-8. Absences from school will be of two types, excused and unexcused. Excused absences can be made up and credit for make-up work recorded. Missed work for unexcused absences can be made up but the maximum grade will be a 70. Excused absences are granted for the following reasons:

- a. Personal illness
- b. Serious illness or death in the student's immediate family
- c. Emergency medical or dental attention
- d. Absences approved by the principal in advance
- e. Observance of religious holy days that require the student's participation
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make-up schoolwork missed on those days.
- f. Weather or road conditions making travel dangerous
- g. Quarantine
- h. Temporary absence resulting from health care appointments, if that student commences classes or returns to school on the same day of the appointment.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make up schoolwork missed on those days.

Students must bring a note from the parent or guardian requesting an excused absence for one of these reasons. In the case of an absence due to a health care appointment, a note from the health care professional's office and signed by that professional, must be brought to the school. These notes will be kept on file in the attendance office. Unexcused absences include but are not limited to truancy, missing the bus, over-sleeping, any excused absence without the required notes, and absences not excused in advance by the principal. If a student is in attendance fewer than eighty (80) days a semester, the student will not receive credit for that class. An attendance committee may grant exceptions for extenuating circumstances.

### **Participation in school sponsored activities will not be counted as an absence.**

A tardy is defined as arriving to class up to twenty (20) minutes late. After twenty (20) minutes the student is considered absent. Tardies may be taken into consideration when truancy charges are filed.

Attendance is taken at a set time during second period. This set time needs to be more than 20 minutes into the period. Students arriving after the period begins but during the first 20 minutes will be marked tardy. Those arriving more than 20 minutes into the period will be marked absent – and thus absent for official attendance. Students will receive a perfect attendance certificate for being present each day of the school year.

**TEC§ Sec. 25.085 states that “a child shall attend school each school day for the entire period the program of instruction is provided”.**

A school day shall be at least seven hours each day, including intermissions and recesses (TEC§ Sec. 25.082).

A child shall not have unexcused absences on 10 or more days or parts of days within a six month period in the same school year or on three or more days or parts of days within a four-week period from school (Family Code Sec. 51.03).

Failure to comply with these laws will result in legal prosecution and will subject the parent/guardian to a fine at the recommendation of the principal. Each day the child remains out of school after a warning is issued will constitute a separate offense.

When students quit attending school without formally withdrawing, they are to be withdrawn **BACK TO THE FIRST DAY OF NON-ATTENDANCE** after 10 days of absences AND no successful contacts with the family. School **MUST** make attempts to contact the students/families and should involve the attendance and police officers as appropriate. Attendance officers can file on withdrawn students to involve the courts in helping to enforce compulsory education laws.

Aldine is committed to encouraging students to stay in school until graduation and attempts to recover every student who drops out. To document these efforts, on a yearly basis middle school, 9<sup>th</sup> grade, and high school principals must submit to the PEIMS coordinator a form listing who may sign “leaver” documentation. Names listed may include the names of the principal, assistant principals, counselors, intervention specialists, registrars, and/or attendance counselors.

Aldine’s policy is to always report to PEIMS the most current, known information on students through the official school start window that ends the last Friday of September.

## XXVI. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)

### A. General Education Homebound Program Criteria (GEH)

1. Student is expected to be confined at home or hospital bedside for a minimum of four (4) consecutive weeks.
2. Student is expected to be confined at home or hospital bedside within Aldine ISD boundaries for **medical reasons only**.
3. The medical condition is documented by a **physician** licensed to practice in the United States.
4. Students must be served by a certified general education teacher.

### B. Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc.
2. Nurse explains criteria for placing a student on homebound (Criteria-doctor expects the student to be out of school for a minimum of four consecutive weeks from the date the doctor completes the Medical Evaluation)
3. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 has parent sign consent for school to speak to doctor, gives parent homebound parent letter, and has parent sign Receipt of Homebound Information (GE-0009).
4. Nurse notifies administrator of possible homebound placement.



5. IF STUDENT DOES NOT WARRANT HOMEBOUND:
  - a. Nurse notifies Campus Administrator
  - b. Campus Administrator notifies Parent
  - c. If parent disagrees, Nurse notifies Program Director of Health Services as an independent mediator
  
6. IF STUDENT WARRANTS HOMEBOUND:
  - a. Nurse notifies the campus EIT coordinator to schedule a GEH Meeting
  - b. GEH Meeting is held, nurse notifies Homebound immediately.
  
7. EIT Coordinator makes a copy of the forms: GEH # 1, GEH # 2. EIT Coordinator collects the student's class schedule, a copy of the student's transcript, a copy of the student's most recent report card and a copy of the student's blue card. Send the copy of all of these documents to Homebound Services in a folder within 2 days of the General Education Homebound Meeting. Keep the originals on the home campus.

C. General Education Homebound Meeting

1. Role
  - a. Review and consider the necessity of providing instruction to a general education student at home/hospital bedside.
  
2. Decisions must be made by the General Education Homebound Committee
  - a. Consideration of physician's information (In making these decisions the GEH committee must consider the physician's information. However, the physician's information is not the sole determining factor in the committee's decision making process).
  - b. If the decision is to provide general education homebound services, then the committee must determine the type and amount of instruction to be provided to the student and the subjects that will be taught on Homebound. Due to limited direct instructional time from teachers, these types of classes may be deemed inappropriate for Homebound Services by the committee: some electives, labs, AP level classes, etc.
  
3. Requirements to Consider
  - a. Using the General Education Homebound Meeting Form (GH # 2) which documents GEH committee decisions regarding whether or not a student is to be served through GEH.
  - b. The GEH committee must review the Medical Evaluation Report from the physician (GEH # 1) stating the student has a medical condition which requires the student to be confined at home/hospital bedside for a minimum of four (4) consecutive weeks.
  - c. The GEH committee must review data to help determine the number of hours per week and the classes to be taught during Homebound Services **such as:** the health of the student--is the student capable of maintaining the rigor of the subject matter and course work as is or will it have to be significantly modified? What are the critical subjects that Homebound could provide that can maintain the integrity of the

subject/course? Due to the severity of the illness/injury, in many cases four hours a week (the minimum) may be the limit of direct instructional time a student can attend without fatigue or detriment to the student's health; the length of time the student will be on homebound---will it be long term or only for 4-6 weeks?; the student's attendance---is the student able to attend school for even 1 or 2 periods a day to access classes and would this be better for the student than Homebound Services?; grades---what are the current and past grades of the student? If the student is not doing well, would it be best to drop the course until the student can return to school?; is there a better way to obtain instruction in the course--could the work and tests generated by the student's general education teachers be transported another way that would maintain the expectations of the course? Is the general education teacher willing to support the student if the work is transported back and forth? Could email for assignments be utilized? Could PLATO be utilized (if the home has internet access?)

- d. The GEH committee must document on the form (GEH # 2) the committee's decision regarding the type(s) and amount of instruction to be provided to the student. This must include the designated amount of time per week that instruction will be provided and for what subjects.
- e. Documentation of the day(s) homebound instruction started and stopped.

D. Meeting to Return the Student to School

- 1. When the physician provides a medical release date to return to school, the GEH Committee meets and completes the GEH form # 2 to dismiss the student from Homebound Services. The parent could participate by phone if they wish.
- 2. File the General Education Homebound Summary Form # 3 and the General Education Homebound Teacher Contact Log Form # 5 along with the other General Education Homebound Forms from the first meeting in the student's cumulative folder.

E. Attendance/Calculating eligible days present

Amount of time served per week:	Eligible days present/earned per week:
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four <u>or more</u> hours	Four days present (4-day week) Five days present (5-day week)

- 1. Excused absences
  - a. Student is too ill to complete school work.
  - b. Student is contagious
  - c. Family member is contagious
  - d. Student has a doctor's appointment

2. Unexcused absences
  - a. Unexcused absences may result in no grade (NG) and the need to reconsider Homebound Services.

F. Schoolwork

1. Textbooks
  - a. Textbooks should be provided to the student from his/her campus.
  - b. Parents are responsible for checking out and returning textbooks. Neither homebound instructors nor school personnel will be able to check out textbooks.
2. Make-up work
  - a. If the student has been out of school for more than five days prior to the initial General Education Homebound meeting, the family should request make-up work from the student's campus.
3. Extracurricular
  - a. Students who are too ill to attend school are considered too ill to participate in extracurricular activities.
  - b. If the student exhibits the ability for such activities, the student would not continue with Homebound Services.
4. Student Work
  - a. The student's teachers must complete the Teacher Assignment Form (GEH # 4) each week and provide to the Homebound Teachers.
  - b. The student's teachers must provide the assignments and the materials for the assignments weekly to the Homebound Teachers.
  - c. When writing lesson plans for the week for the student on homebound, teachers must take into consideration the student is receiving much less direct instructional time due to the severity of the student's illness/injury than when the student is attending school for instruction.

G. Testing

The homebound teacher will administer state assessments to eligible students.

H. Miscellaneous

1. Homebound Services are provided within the Aldine Independent School District boundaries.
2. Homebound instructors will not enter situations that are dangerous. This includes a home where any person has an infectious or contagious condition.

3. An adult must be present in the home with the student during the entire provision of Homebound Services. This is required even if the student is age 18 or older.
- I. Transition from GEH to the classroom
    1. Length of the transition period must be determined by the GEH committee based on the student's current medical information.
    2. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

## XXVII. SPECIAL PROGRAMS

- A. **STAAR:** Students who are not mastering the STAAR objectives in reading, writing, and/or mathematics may participate in the STAAR Intervention activities/programs.
- B. **TITLE I:** All schools in Aldine ISD have school-wide Title I programs. All teachers and students may benefit from the program funds with an emphasis being given to those students needing instructional assistance in language arts, mathematics, science, or social studies. The purpose of the Title I, Part A program is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state performance standards developed for all children.
- C. **SNAPP Program:** SNAPP (Students Need a Pat and a Push) is a program designed to increase graduation rates for at-risk students. Through early identification, the SNAPP program can reinforce successful and appropriate behavior. Students will be provided support through individual, group, and peer counseling.
- D. **VISA Program:** VISA (Volunteers In Schools in Aldine) is a program designed to involve parents in school.
- E. **Gifted/Talented Program/Encounters:** For students who have been identified as having specific academic aptitude in mathematics, language arts, social studies and/or science are provided special instruction. The lessons are differentiated and individualized.

## XXVIII. TRANSITIONAL INFORMATION FROM MIDDLE SCHOOL TO 9<sup>th</sup> GRADE CAMPUS

The following items are to be furnished to the receiving high school before the beginning of the next school year.

- A. Middle school permanent record cards.  
Labels for all assessments affixed to middle school permanent record card.
- B. The following lists of students are required:
  1. Promoted students
  2. Special education program (e.g., life skills, resource, inclusion)
  3. ESL
  4. G/T (specify math, language arts, social studies, or science)
  5. Placed
  6. Retained
  7. Foreign language credit (second year students only)
  8. Algebra I/Geometry

9. Accelerated list by subject area
10. List of personal graduation plan students
11. TAKS Failures
12. ARI/AMI
13. SSI

- C. Folders  
 Cumulative  
 G/T  
 LPAC  
 504  
 Special Education Eligibility Folder  
 Dyslexia  
 PGP  
 Discipline  
 RtI/EIT (Early Intervention Team) documentation and folder  
 Other pertinent folders  
 SSI Folder

- D. By the end of the school year any changes in an eighth grade student's status will be communicated in writing to the ninth grade campus.

#### XXIX. STUDENT TRANSFER

Students transferring from one school to another within the Aldine district will have permanent records sent to the receiving school.

#### XXX. ENROLLMENT OF STUDENTS

Students who have been home schooled or from non-accredited (private) schools.

To determine grade placement for these students, a school committee will use a variety of methods. These methods may include standardized tests, benchmark tests, released TASK test, student portfolios, etc.

#### XXXI. AWARDS

- A. Those who have missed no days for the school year (perfect attendance); and
- B. Additional awards may be given to other outstanding students at the discretion of the principal.
- C. Honor Roll/Merit Roll

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

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

Student receiving all A's and 3 or more B's will be placed on the Merit Roll.

XXXII. ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

I. Check all extra-curricular students' grades at the end of the 1<sup>st</sup> six weeks:

- August 27.....start school
- October 5.....six-week eligibility check
- October 12.....loss/gain eligibility (end of the school day)

II. Check all extra-curricular student' grades at the end of each nine week grading period:

a. If passing, check again at the end of each nine week grading period:

- October 26.....nine-week grading period ends
- January 18.....nine-week grading period ends
- March 28.....nine-week grading period ends
- June 6 .....nine-week grading period ends

b. If failing, at nine-week grading period, check grades each three weeks until student is passing all classes (see schedule below):

CHECK DATES

ELIGIBILITY DATES

October 5	October 12 (Loss)
October 26	November 2 (Gain/Loss)
November 16	December 3 (Gain)
December 14	December 21 (Gain)
January 17	January 24 (Loss/Gain)
February 8	February 15 (Gain)
March 1	March 8 (Gain)
March 28	April 4 (Loss/Gain)
April 19	April 26 (Gain)
May 10	May 17 (Gain)
June 6	

\*TEST Dates-October 22-25; November 13-16; March 4-7; April 1-4; April 22- 25; May 6-17

\*All students are eligible November 16<sup>th</sup> – 24<sup>th</sup>  
(All students lose eligibility gained during Thanksgiving Break Nov. 26<sup>th</sup>)

\*All students are eligible Dec. 21<sup>st</sup> – Jan 5<sup>th</sup>)  
(All students lose eligibility gained during Winter Break Jan. 7<sup>th</sup>)

\*All students are eligible March 8<sup>th</sup>-March 16<sup>th</sup>  
(\*All students lose eligibility gained during Spring Break March 18<sup>th</sup>)

XXXIII. AED EQUIPMENT

Campuses need to provide sponsors to supervise groups after school to be trained so they are able to use AED equipment if and when needed.

## SECTION SIXTEEN: HIGH SCHOOLS

### I. AN ALIGNED CURRICULUM

- A. An aligned curriculum is provided in the school district at all grade levels. The scope and sequence and supporting resources are located in the curriculum management system. Any variation from the designated curriculum must be discussed with and approved by the appropriate curriculum program director, director, executive director of curriculum and instruction, and the assistant superintendent of curriculum and instruction.
- B. Campus pilot programs are permissible in different subject areas provided they are approved by the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction and closely monitored by the area superintendent and the building principal.
- C. New courses are added after completion of appropriate paperwork and approval of executive director of curriculum and instruction and assistant superintendent of curriculum and instruction. Notification of new courses will be shared with building principals.

### II. CURRICULUM PROGRAM DIRECTORS

The curriculum support team includes the assistant superintendent of curriculum and instruction, executive director of curriculum and instruction, directors and program directors for each content area.

The curriculum support team establishes and monitors the district curriculum aligned to the state standards, the Texas Essential Knowledge and Skills (TEKS), in all curricular areas. The directors and program directors work with campus personnel- teachers, skills specialists, and curriculum administrators- to develop or modify the curriculum and align district assessments.

The curriculum support team provides campus support to ensure classroom instruction is aligned to the district curriculum and assessments. Campus administrators will confer with the appropriate director/program director before making any changes to the district scope and sequence or assessments. Any changes to the district scope and sequence must be approved by the assistant superintendent of curriculum and instruction and the executive director of curriculum and instruction.

### III. TEACHER PLANNING AND PREPARATION TIME

#### A. Planning Time

Language arts, math, social studies, and science teachers in grades 9, 10, and 11 will have a planning period in addition to the planning and preparation period. Teachers are required to use this period daily to meet with the subject team to plan lessons, disaggregate student data, develop common assessments, plan, deliver, or attend staff development, tutor students, conduct conferences or meetings with parents or any other activities as directed by the building principal or his/her designee.

#### B. Planning and Preparation Time

Each classroom teacher is entitled to at least 450 minutes within each two week period for instructional preparation including parent-teacher conferences, evaluating students' work and planning. A planning and preparation period under this section may not be less than 45 minutes within the instructional day. During a planning and preparation period, a classroom teacher may not be required to participate in any other activity. In addition, the following

teachers will have an additional planning and preparation period: head high school band director, JROTC Commander, career prep, CTE department chair, Ag Teacher, Food Prep.

IV. PLANNING AND THE LESSON PLAN FORM

- A. Lesson plans are to be completed in the curriculum management system and submitted according to the campus plan weekly. Semester syllabi and lesson plan notebooks will be saved in the teacher online library. Lesson plans will be approved by the department chairperson and/or the curriculum assistant principal. All lesson plans will follow the district lesson plan template.
- B. Lesson plans will be monitored weekly by the principal or his/her designee.
- C. Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

V. SIGN-IN AND OUT RECORDS

Each principal will maintain a sign-in and out register for all professional staff members. Time cards are to be maintained on all non-professional personnel.

VI. SUBSTITUTE TEACHER SIGN-IN AND OUT

A separate sign-in and sign-out record will be kept on all substitute teachers in order to be able to have accurate records for the business office. These teachers are to follow the same work day as a regular classroom teacher. This record must be forwarded to the payroll office for pay purposes.

VII. TEACHER WORK DAY AND PROFESSIONAL DEVELOPMENT DAY SCHEDULES

School Day:	Teachers	7:00-3:00
	Office Personnel	8 ½ hours including 30 minute lunch

Bus schedules could alter sign in and sign out times. Any deviation from standard time for school start and end must be approved by the area superintendent.

Work Day/Professional Development Day:	8:00-3:30
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Building Professional Development schedules may be adjusted to 8:00-3:00 if building staff agrees to shorten the time allotted for lunch or to have a working lunch.

Teachers will be allowed to leave campus during lunch as long as they return to the campus on time. Teachers must sign in and out when leaving the campus and returning.

VIII. REGULAR DUTY

Teacher and paraprofessional duty time will be determined by the building principal. A duty roster will be given to each teacher and one will be posted in the office. Special duty is a vital part of every teacher's and paraprofessional's responsibility. It is imperative that each staff member assumes his/her share of the responsibility of a given assignment. Each staff member on duty is responsible for proper student conduct in and around his/her duty station; therefore, close observation is necessary.

IX. SUPERVISION

Students should never be left unsupervised. If it is necessary for a teacher to leave the classroom for any reason, a neighboring teacher, or some other person designated by the building principal may be requested to assume this responsibility.



X. ACCIDENT PREVENTION

Students are not to be allowed in any laboratory, swimming pool area, etc. without the instructor being present. Safety rules should be on display.

It is of the greatest importance that this policy be followed without exception. This policy is to include all CTE classes and computer labs. No student will be permitted to work during mid-morning and mid-afternoon breaks, during lunch periods or without teacher supervision after school. The instructor is to be in the labs at all times when students are present.

Safety rules will be enforced at all times; this includes the wearing of eye protective devices when performing or observing experiments which may cause eye injury.

XI. FIRE PROTECTION REQUIREMENTS

It will be the responsibility of the principal to see that the State Fire Prevention Regulations are met. A report to this effect must be filed each school year. The requirements are as follows:

**MINIMUM REQUIREMENTS**

Schools are encouraged to incorporate fire safety/fire prevention lessons into the curriculum. At the end of the year in the fire marshal's report, schools are required to provide a percentage of students who have had fire prevention instruction.

Curriculum guides are available from the Fire Prevention and Outreach section of the State Fire Marshal's Office at P.O. Box 149221, Austin, Tx 78714-9221 or online at [www.tdi.state.tx.us/fire/fmcurric.html](http://www.tdi.state.tx.us/fire/fmcurric.html).

**Fire Drill**

One fire drill must be conducted each month and a record of these drills kept.

**Inspection Material**

Representative material from each section of the tenth and twelfth grades must be kept on file in the principal's office for inspection.

**Reports**

Schools are required to maintain the fire drill and fire prevention forms at the campuses and turn them in to the director of safe and secure schools at the end of the year.

XII. GRADING AND EVALUATION

Policies described are minimum district policies. Individual buildings may have additional requirements.

- A. Adequate grades and evaluations must be maintained on students at all times. These grades and due dates of student assessments must be kept in the district's electronic grade book. Each teacher must record weekly evaluations on each student. Samples of student work must be filed in order to show adequate evaluation procedures. Copies of all final exams are to be filed with the principal at the end of each semester. All grades will be reported numerically on a scale of 0 to 100. A minimum grade of 70 is required for credit in a course.

High schools will have two nine-week grades and a final exam for each semester.

- End-of-Course (EOC) courses:
  - Each nine weeks will count 50% of the semester average. There is no exam grade used in the semester average. The benchmark exam is used as a major grade to be included in the second or fourth nine weeks period.
  - Final course grade:
    - Each final semester grade is worth 42.5% of the final course grade and the End-of-Course exam will count 15% of the final course grade.
- Non-EOC courses:
  - Each nine weeks grade is worth 42.5% of the final semester grade and the final exam is worth 15% of the final semester grade.

Final Exam – Completing a final exam is a course requirement and must be taken in order to pass the course and receive credit for that course. Students must take final exams in order to receive credit in a course, unless the students qualify for an exemption under current policy.

The state conversion scale for numerical grades is:

100-90 = A  
 89-80 = B  
 79-75 = C  
 74-70 = D  
 69- 0 = F

Progress reports will reflect actual student grades.

## B. GRADING POLICY

The following grade policy will be used for all courses taught at the secondary level:

1. Percentages for major and daily work
 

		<u>Major</u>	<u>Daily</u>	<u>Homework</u>
a.	Regular	60%	30%	10%
b.	Honors/GT	60%	30%	10%
2. Grade requirements for each reporting period:
  - First 3 weeks – 1 major grade, 6 daily grades, 1 homework grade
  - Second 3 weeks – 1 major grade, 6 daily grades, 1 homework grade
  - Third 3 weeks – 1 major grade, 6 daily grades, 1 homework grade
3. Major Grades - A minimum of three TEKS/benchmark based major grades must be recorded per grading period.

**Major grades may consist of, but are not limited to, the following:**

- nine-week-tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessments
- book reports/critiques

- compositions
- portfolios

Nine-week common assessments will be given in science, math, Language arts and social studies. All classes will have an 18 week exam.

### 3. Daily Grades-

A minimum of fifteen TEKS/benchmark based daily grades must be recorded per grading period.

**Daily work may consist of, but are not limited to, the following:**

- group/individual projects
  - hands-on activities/labs/rehearsals
  - class/group work (cooperative learning, etc.)
  - vocabulary assignments
  - learning centers
  - chapter/unit tests (if applicable)
  - lab reports
  - computer activities
  - notebooks
  - appropriate homework
  - vocabulary/spelling tests and/or assignments
  - interim work for projects/papers
  - quizzes
  - activities from adopted text series
  - calculator activities
  - journals
  - writing processes (prewriting, drafting, revising, editing, publishing)
  - informal compositions
  - portfolios
  - speech/communication/presentation skills
- Note: Each subject area may have special categories that have not been listed, but should be used consistently throughout the district.

### 4. Homework

At least one (1) homework grade is required each grading period with the exception of non-weighted courses.

Each school will communicate and enforce a homework policy. The campus homework policy for late and/or incomplete homework will follow the district late work policy.

Students will have an average of 90 minutes of homework each day. In addition, each individual subject area will assign no more than 90 minutes of homework each week.

It is expected that most homework be done out of class. However, it must be noted that any assignment should be thoroughly discussed and explained in class. In many subjects, it is best to give the students time in class to begin work on the assignment to insure that they understand what is expected.

Homework should be purposeful and adjusted to the needs of the individual student. A discussion with the class for the purpose of evaluating homework assignments can be helpful.

The teacher's insistence that homework should be done and done well is important. In your discussion of the homework assignment, the purpose of the assignment should be made clear to the students. Often assignments appear to the students to be a meaningless, time-consuming task. Sufficient explanations must be given so that students know:

- How the assignment is related to the topic under study
- The purpose of the assignment
- How the assignment might best be carried out
- What needs to be done to demonstrate that the assignment has been completed?

It is good practice to write the assignments on the overhead or chalkboard and then see that the students write their assignments down in the assignment section of their notebooks.

The following are guidelines to be used by the teacher in making homework assignments:

1. Is the assignment a logical outgrowth of the work of the class?
2. Is the assignment meaningful and carefully planned rather than busy work?
3. Do the students understand the content/skills/concepts with which the assignment is concerned to such a degree that incorrect learning is not being reinforced?
4. Do the students fully understand the directions? Have the students written down the pertinent directions? Are the directions on printed material?
5. Can the assignment be adapted to fit students' abilities and to minimize their limitations?
6. No homework should be assigned as a punitive measure.
7. Is a long-range homework assignment such as reading a novel or developing a project extended over an adequate amount of time? Are periodic deadlines built into the long-range assignment? Will several grades/checks be taken on the long-range assignment during the time allotted to insure students are on task and that they understand the assignment?
8. Homework should not be used to teach complex skills. It should generally focus on simple skills and material or on the integration of skills already possessed by the student.

If the above are followed as principles and procedures for assigning homework, then there need not be any specific guidelines concerning the maximum length of time students should spend on homework.

## 5. Grade Reporting

The grade reporting periods are determined by the district. The grade reporting period ends at the end of the school day on the last day of the grading period excluding final grading period. Cycle grades will not be exported into the district's electronic grade book before the end of the grade reporting period.

Excluding the final grading period, report cards will go home at the end of the week following the end of the previous grading period.

Report cards will be sent home each nine weeks. Parents of students making a failing grade in any subject must be notified and offered the opportunity for a conference with the teacher who issued the failing grade. Error in notification will not necessarily constitute a change of grade.

At the 9<sup>th</sup> week and semester grading periods, teachers will calculate a preliminary cycle grade to determine possible exemption status for final exams. This procedure will not be used to determine extracurricular eligibility.

Parents or guardians will be contacted by the teacher at any time during the reporting period that there is a clear indication the student is doing unsatisfactory work. In addition to the nine-week report card, a progress report will be sent home at the end of the third and sixth week periods to the parents of all students. Each nine weeks grade will be 42.5% of the semester grade and the exam grade will be the other 15%.

If a student, because of no fault of his own, cannot get in required work by the end of the grading period, the teacher will give the student an "I" (Incomplete) until the work is completed. The student must arrange with his teacher to complete his work within seven calendar days. The student is responsible to submit the work in seven calendar days, and the teacher is responsible to change the grade from "I" to a numeric grade using the District Policy and following campus grade change procedures. If a numeric passing grade is not updated within the seven day period the student will remain ineligible through the next grading period.

#### 6. Late Work Policy

Teachers are expected to work with students to turn in late work. To align practices with the belief that grades should reflect student mastery of skills and not student behaviors, students should have ample opportunities to complete assignments. Teachers will employ RtI interventions to ensure student success and demonstration of student mastery. Teachers should use professional judgment to align strategies and equitable opportunities for students to complete work considering extenuating circumstances, etc.

##### Interventions

Campuses will provide multiple intervention opportunities for students who have not completed assignments by the due date. These opportunities may include but are not limited to:

- Lunch study sessions
- Before/after school study sessions

##### Major Grades (examples of major grades are listed on 16-4)

- If students do not submit work on time, teachers must begin intervention strategies to assist students in completing the assignment. Strategies must be aligned to individual campus strategies.
- Students may submit late work with ten points deducted for each day after the due date. After the third school day the highest grade will be a 70.
- Teachers/departments have the option to extend the deadline or date to accept late work beyond the third day for a maximum of 70 points possible.
- Administrative interventions will be employed for students who do not demonstrate reasonable effort in the completion of major assignments.

#### Daily Work

- Students are expected to complete daily assignments.
- If students do not complete daily work, then teachers must use the appropriate interventions to help students practice and demonstrate mastery of skills.
- Teachers must begin intervention strategies to assist students in completing the assignment. Strategies must be aligned to individual campus strategies.
- Students may submit late work with ten points deducted for each day after the due date. After the third school day the highest grade will be a 70.
- Teachers/departments have the option to extend the deadline or date to accept late daily work beyond the third day for a maximum of 70 points possible.
- Administrative interventions will be employed for students who do not demonstrate reasonable effort in the completion of daily assignments.

#### Homework

- Students are expected to complete homework. Students who come to class without homework will complete the assignment according to the school's system for completing work.
- Opportunities to complete homework include but are not limited to the following options:
  1. complete the work in after school tutoring/study session
  2. complete the work at home to turn in the next day for minus 10 points.

#### 7. Make-up Work

- Work assigned on the day of an excused absence must be completed and given to the teacher. It is the responsibility of the teacher to provide make-up work when the student returns to class. The student is expected to complete and submit the make-up work.  
No penalty is to be attached to make-up work turned in within three school days of returning to class for any absence.
- For extended absences of more than three school days, special arrangements need to be made with the teacher for makeup work.

When students are absent for several days, the school will help in getting assignments from teachers. Parents will need to call a day in advance to make these arrangements.

Campus staff will follow the NG policy for students with excessive absences. No penalty is to be attached to make-up work assigned/approved by the attendance committee, the principal, or the principal's designee.

#### C. TESTING POLICY

Each campus will develop a testing policy. Since the district provides common assessments for core subjects, those tests will be administered on the same days at each campus. Each campus will build the testing schedule around the district assessments using the following parameters. Each subject will have the opportunity to administer tests twice a week, with no more than 3 tests administered on any given day.

#### D. FINAL EXAMS

1. Final exams will be given on the last four days of each semester. No more than 2 tests will be administered each day. Final exams may be given in 2 hour blocks with 30 minutes for review and 1.5 hours for testing.

A grade of "zero" may be given for a final exam grade if the student makes no effort on the exam or is determined to have cheated on the exam.

2. EXAM EXEMPTIONS

Exemptions for Courses with Benchmark Assessments

The Aldine Independent School District final exam and exemption plan is designed to promote academic achievement, regular attendance, and responsible behavior. The primary consideration in designing this plan is to ensure that all students gain experience in taking final examinations throughout their high school years. Students in grades 9-12 at all ability and performance levels are eligible for an attendance exemption for courses with benchmark assessments.

- The final exams for courses with benchmark targets are the Benchmark Assessments. These assessments will count as 20% of the exempted student’s final grade, but the student will not have to attend class on the day of the scheduled exam.
- Students who meet the criteria for the exam day attendance exemption policy will take the Benchmark Assessment several days prior to the scheduled final exam day.

The following are courses with Benchmark Assessments:

<u>Language Arts</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>Foreign Language</u>
English I	Algebra 1	Biology	World Geography	Spanish I
English II	Geometry	IPC	World History	French I
English III	Algebra 2	Chemistry	American History	
English IV		Physics	Government	
ELI				
ESOL English I				
ESOL English II				

The following levels of achievement, attendance, tardiness and conduct will be used to determine the eligibility for exemptions for each course taken.

<b>SEMESTER GRADE</b>	<b>EXCUSED ABSENCES</b>	<b>TARDIES</b>	<b>CONDUCT</b>
80-100	2 or less	2 or less	E/S

**NINTH GRADERS** - may be exempt from no more than one final exam in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.

**NOTE: Students may not exempt out of Successmaker, Graduation Prep, or Star Lab courses.**

**TENTH GRADERS** - may be exempt from no more than two final exams in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.

**NOTE: Students may not exempt out of Successmaker, Graduation Prep, or Star Lab courses.**

**ELEVENTH GRADERS** - may be exempt from no more than three final exams in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two-semester course in the same school year.

**NOTE: Students may not exempt out of Successmaker, Cosmetology, Dual Credit, Graduation Review, Graduation Prep, or Star Lab courses.**

**TWELFTH GRADERS** - may be exempt from no more than four final exams in a semester as determined by the student and parents. A student may not be exempt from more than one final in any two semester course in the same school year. **Exception:** Graduating seniors who are in their final semester may exempt from all final exams except for the Graduation Review, Graduation Prep, or Star Lab finals if all eligibility criteria are satisfied.

**Other qualifications:**

- School related absences do not count for purposes of this rule.
- Students may not have any unexcused absences.
- An exemption from a final exam will not be granted if the student is placed in In-School Suspension or suspended from school.
- Students who register after the second day of a semester are not eligible for final exam exemptions. Transfer students have the responsibility to provide attendance and disciplinary information from the previous school to be considered for exemptions.

On final exam testing days, exempt students who do not attend for the full instructional day are absent. Students may not “sign in” at attendance time to be counted present. Students exempt from the second test of the day may not be dismissed by the campus after the first test. These absences do not count against the student for BG or perfect attendance purposes.

On exit level TAKS/STAAR testing days, if a TAKS/STAAR waiver is in place to take attendance at a set time after testing, non-testing students may be counted present if in attendance at the waiver attendance time. The purpose of this waiver is not to increase the percent of attendance but to improve the testing environment; however, it may have the affect of improving the percent of attendance.

Any student who qualifies for an exemption has the option to take the final exam. However, the grade received on the exam will be computed in the final term average. The final exam is weighted at 15% of the term grade. The numerical average for the term will be the term grade if the student is exempt and does not take the final.

3. Examinations

1. Adequate number will be given according to the testing schedule.
2. Nine-weeks tests, Benchmark Target Assessments and final examinations will be scheduled by the office. Final exams will be kept on file until the end of the next semester/session.
3. Homebound students must take final examinations.



## E. CONDUCT GRADES

Conduct grading is as follows:

- E = Excellent – The student has an excellent attitude, is very cooperative, and conforms to all school rules and regulations.
- S= Satisfactory – The student's behavior is generally acceptable.
- N = Needs Improvement – The student has an unacceptable attitude and is uncooperative. Parents must be contacted before an N is given.
- U = Unsatisfactory – The student is insubordinate and unwilling to conform to school rules and regulations. The principal or assistant principal is consulted in giving this grade. The parent is contacted. The student is subject to removal.

## F. INSTRUCTIONAL INTERVENTION – RE-TEACHING/REASSESSMENT POLICY

Re-teaching and re-assessment is appropriate for all instructional objectives assessed as major grades as recorded in the teacher's gradebook regardless of the original assessment grade. It should be a continuous and ongoing component of every course. All students will have the opportunity to re-assess one time within the specified two-week window for every major grade. The teacher is required to provide this opportunity for all students scoring below 70% on a major grade.

The original and the re-assessment grade must be documented in the teacher's grade book score notes. Only the higher of the two grades will be placed in the grade book when averaging grades for the reporting period.

Re-teaching for individual or small groups of students will occur during specified times, such as class time or before or after school, in accordance with the campus Re-teach and Re-assessment Policy Plan. Teachers must provide differentiated instruction during regular class time if more than 30% of students fail to demonstrate mastery on an assessment.

### Re-assessment

Re-assessment must occur on major grades. The evidence of re-assessment must be documented in the score notes of the teacher's grade book including both the original and re-assessment grade.

- In order for students to receive re-assessment options, students must turn in major grade assignments and projects by the actual due date.
- Re-assessment must be completed within two weeks of the original assessment. Students must follow re-teach and re-assessment schedule developed by the home campus.
- Students are expected to take all assessments on the specified test day. Those who refuse to take the test on the specified test day will receive a 0 and will not have an opportunity to re-assess. (Exception: Parent note stating student had extenuating circumstances such as illness, death, family related issues, etc.).
- Each campus will develop a plan for monitoring the implementation of the Re-teach and Re-assessment Policy.

Re-assessment of major grades includes but is not limited to:

- Re-testing, using a different assessment
- Test corrections with justifications
- Written product

XIII. GRADE AND PROMOTION/RETENTION POLICIES

A. Classification of Students

A student will pass or fail each course independently. Classification of students is based on the cumulative number of credits including specific course credits earned in each grade level as listed below. Reclassification will occur at the beginning of each semester. Juniors who are eligible to graduate in the spring will be reclassified to senior status during the spring session. The chart below details classification and graduation requirements based on the year the student entered 9<sup>th</sup> grade:

<p><b>Entering Freshmen 2007 – 2008 - 2010-2011</b></p> <p>26 Credits to graduate</p>	<p><b>Requirements for Sophomore Classification 2008-2009</b></p> <p>Credits: 6 to 11.5</p> <p>Courses: English I Algebra I Biology or IPC 1 credit from W. Hist., W. Geo, US Hist</p>	<p><b>Requirements for Junior Classification 2009-2010</b></p> <p>Credits: 12 – 18.5</p> <p>Courses: English I &amp; II Algebra I &amp; Geometry Biology 1 Credit from IPC, Chem., Physics 2 Credits from W. Geo., W. Hist., US. Hist</p>	<p><b>Requirements for Senior Classification 2010-2011</b></p> <p>Credits: 19+</p> <p>Must meet 11<sup>th</sup> grade requirements before being classified as a 12<sup>th</sup> grader.</p>
<p><b>Entering Freshmen 2011-2012</b></p> <p>26 Credits to graduate</p>	<p><b>Requirements for Sophomore Classification 2012-2013</b></p> <p>Credits: 6 to 11.5</p> <p>Courses: English I Algebra I Biology or IPC 1 credit from W. Hist., W. Geo, US Hist</p>	<p><b>Requirements for Junior Classification 2013-2014</b></p> <p>Credits: 12 – 18.5</p> <p>Courses: English I &amp; II Algebra I &amp; Geometry Biology 1 Credit from IPC, Chem., Physics 2 Credits from W. Geo., W. Hist., US. Hist</p>	<p><b>Requirements for Senior Classification 2014-2015</b></p> <p>Credits: 19+</p> <p>Must meet 11<sup>th</sup> grade requirements before being classified as a 12<sup>th</sup> grader.</p>

B. Students graduating under TAKS

1. Students who do not master a portion or portions of the TAKS test at the exit level will be required to take remedial courses in those subject areas.
2. A summer program will be offered in TAKS remediation for students who fail any portion of the exit level TAKS test.

C. Students graduating under STAAR

Beginning in 2011-2012 and thereafter, under House Bill 3, students entering in the 9<sup>th</sup> grade must take the STAAR End of Course Assessments for state testing requirements for the courses in which they are enrolled. The students will be required to meet a cumulative score that is at least equal to the product of the number of STAAR EOC assessments taken in each content area and a scale score that indicates satisfactory performance.

1. Students who are first-time ninth graders in 2011-2012 will take the STAAR End-of-Course (EOC) tests when they are enrolled in certain courses throughout high school.
2. EOC tests will be administered for the following courses: Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History, and U.S. History.
3. A student’s performance on an EOC test must account for 15 percent of the final grade for the course.
4. An EOC assessment score shall affect the final average which will determine credit for the course.

5. Students transferring into the district must take the EOC assessments for the courses in which they are enrolled and meet the required cumulative core content scores appropriate for the number of courses taken.
  6. EOC assessment scores shall be included in class rank calculations.
  7. A student is permitted to retake an EOC assessment for any reason at any of the scheduled testing administrations. If a student retakes an EOC assessment, the District will not include the retake score in the final grade calculation for the course as reported on the student's transcript.
- D. Final rank in the senior class will be computed at the end of the 3<sup>rd</sup> nine weeks of the student's senior year for current seniors.
  - E. Credit will be denied (NG) based on the 90% rule for attendance. The number of days depends on the number of days in the semester. The attendance committee can make exceptions in individual cases to allow a student to receive a grade even though the attendance requirements were not met. The decision of the NG committee may be appealed to the building principal.
  - F. A student who attends at least 90 percent of the program days of a program under this section and who satisfies the requirements for promotion prescribed by Section 28.201 shall be promoted to the next grade level at the beginning of the school year unless a parent of the student presents a written request to the school principal that the student not be promoted to the next grade level.  
 TEC Sec. 28.201 Student Achievement  
 (a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.  
 (b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement of proficiency in the area must be considered. (Optional Extended Year Program).
  - G. Graduation Requirements  
 See High School Course Planning Guide for graduation plans.
  - H. Transfer Credit  
 All students transferring into the Aldine district from another school accredited by the Texas Education Agency will receive full credit for all work earned in their former school. District EOC policy will remain in effect. See board policy for Home Schooled or Non-Accredited Schools section.
  - I. Correspondence Credit  
 Credit by correspondence must be earned from the University of Texas Division of Extension in Austin or the extension division of the Texas Technological University. In-school students are limited to two credits by correspondence of the credits required for graduation. Students residing abroad may earn more credits by correspondence, but must earn a minimum of 12 credits in residence toward the state minimum requirements.
  - J. Dual Credit  
 Students enrolled in grades 11-12 may be awarded credit toward high school graduation for completing specified college level courses.

Dual Credit courses are offered on the college campus before or after school or on high school campuses during the regular school day. Students may receive 3 hours of college credit for each half-credit earned.

Dual Credit courses shall be provided only by institutions of higher education that are accredited by one of the following regional accrediting associations:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Western Association of Schools and Colleges

Students **must** take the THEA test prior to admission to the college. *Some students may be exempt from taking the THEA test.*

Admission Criteria

Determine eligibility by one of the following methods:

- Take and pass relevant portions of the THEA test with these scores:

Writing	220
Reading	230
Math	270

- Have scores which meet THEA exemption requirements on **one** of the following tests:

Scores needed to meet exemption requirements have been determined by the Texas Higher Education Coordinating Board. ACT, SAT and TAKS exemption standards are:

ACT: composite score of 23 with a minimum of 19 on **both** the English and the mathematics tests; or

SAT: combined verbal and mathematics score of 1070 with a minimum of 500 on **both** the verbal and the mathematics tests (recentered scale for tests taken April 1995 and thereafter); or

TAKS: 2200 on Math and ELA and 3 on the essay.

Note: For THEA exemption, scores must be achieved in one test setting.

Placement for college level English and mathematics

The student must attain college level scores in writing and reading and/or mathematics on any of the following assessment instruments:

<u>Writing</u>	<u>Reading</u>	<u>Math</u>
ACT W 19	ACT 19	ACT 21
SAT Critical Reading 500	SAT Critical Reading 500	SAT 520
ASSET W 45 +6 Essay or 7+Essay Only	ASSET R 41	ASSET See Math Dept.
COMPASS W 85 +6Essay or 7+Essay Only	COMPASS R 82	COMPASS Algebra Domain 67
THEA 220	THEA 230	THEA Math 270

To be eligible to enroll and be awarded credit toward state graduation requirements, a student must pay for the courses and meet eligibility requirements as follows:

- Complete a-LSCS application for admission and an Exceptional Admission Program application. The application must be completed and signed by the applicant, the parent or guardian, and the high school principal or designee.
- Meet both the state THEA requirements and college-level placement requirements.
- Complete dual credit orientation.
- Submit an official high school transcript.

K. Articulated Credit – Students can also earn articulated credit.

The Advanced Technical Credit program (ATC) also called statewide articulation is one way students can earn college credit while in high school. Students who take content-enhanced careers and technology courses for high school credit may also be eligible for college credit at many community and technical colleges in Texas.

As students complete their high school education plan/course selection, they may select ATC articulated courses that apply toward college technical degree programs.

High School juniors or seniors who earn a grade of 80 (3.0) or better may use ATC courses as advanced measure for the Distinguished Achievement Graduation Plan (DAP).

Requirements for Earning Credit:

- Enroll in ATC articulated career and technology course(s) in high school.
- Complete the course as a junior or as a senior with a minimum grade of 80 (B or better).
- If there are prerequisites for the ATC course, a minimum grade of 80 is required in each prerequisite course.
- Student must enroll in a participating college within 15 months of high school graduation.

ATC Courses are listed in the High School Course Description Handbook.

#### XIV. SENIOR GRADUATION LISTS

Names of graduating seniors who have open records may be given to the following upon requests:

- A. Two year and four year colleges and universities, accredited trade and business schools.
- B. Military services.
- C. Federal, state, county, city and school officials or agencies.

A great deal of caution is necessary in handing out students' names and addresses. In many cases unscrupulous salesmen have claimed to be an agent of the school system or have led students and parents to believe that the school system recommends their product.

## XV. GRADUATION INFORMATION

### A. Graduation Ceremony Requirements

- See Course Planning Guide
- A student must have earned credits at a high school for at least three (3) full consecutive semesters, including the first semester of the senior year, to be eligible for valedictory or salutatory honors. (Exception: Hall Center for Education - two (2) full consecutive semesters, including the first semester of the senior year.)
- In order to receive a diploma from the Aldine Independent School District, a student must be enrolled ninety (90) school days prior to the last day of school.

Students enrolled less than ninety (90) days should request a diploma from their previous school and/or district. These students may participate in the Aldine Independent School District graduation ceremony and other senior activities.

Circumstances beyond the control of the student will be considered on an individual basis.

- Each school should graduate three (3) distinct groups of seniors:
  1. Honor Graduates
  2. Regular Graduates
  3. Texas Scholars

These three (3) groups should be reflected in the graduation program.

- Students who have fulfilled all graduation requirements by the end of the fall semester will be allowed to participate in all spring activities including the spring graduation ceremony. All school rules apply for participation in these activities unless they have participated in winter graduation ceremony.
- There will be a winter graduation ceremony for those students who did not qualify to walk in the spring or summer.
- There will be a summer graduation in August for those students who pass the summer administration of the TAKS test and have completed all graduation and diploma requirements.

### B. Class Rank

Senior class rank will be determined by adding all grade points earned from the 9th grade through the **last day of the 5<sup>th</sup> six weeks of the senior year**. The total number of grade points will be divided by the total number of semester courses attempted.

Grade points are awarded based on each student's level of course work. For example, regular courses receive grade points from 3.0 to 6.6 on a weighted scale. Pre-AP courses receive grade points from 4.0 – 7.6. G/T and AP courses receive grade points from 5.0 – 8.6. Modified Content courses receive basic level grade points and do not count towards recommended or distinguished achievement plans for graduation.

C. Three Year Graduates

A three year graduate may qualify for valedictorian and salutatorian if:

1. the student declares, to the principal, his/her intention to graduate in three years by the end of the first session of the sophomore year and,
2. the student meets all of the requirements for ranking and graduation.

A student may graduate in three years and never declare the intent, but this student will not be considered for valedictorian or salutatorian.

D. Classification/Graduation Requirements for New Students

Everyone who has the opportunity to earn the required number of credits by graduation would enroll under the current credit and classification guidelines.

Upon enrollment, classification status from the sending school will be honored by the Aldine Independent School District provided the student has passed all the courses he/she had the opportunity to pass while attending the sending school. If the student has not passed all courses he/she had the opportunity to pass while attending the sending school, student classification will be determined by the Aldine Independent School District classification guidelines.

XVI. SUMMER SCHOOL/EXTENDED YEAR PROGRAM

Summer school principals will be appointed and the location of the schools will be approved by the superintendent. All policies and regulations will be reviewed each year by the staff members responsible for their particular area of instruction.

All summer school and extended year funds will be accounted for in an accurate manner. Deposit summer school monies in the summer school account at the Central Office.

In order for a student to attend summer school or extended year in Aldine, the student's parent or legal guardian must be a resident in the Aldine district for the majority of the school year. Exceptions to this policy may be made by the building principal if adequate proof of residence is supplied before the end of the school year. If the student is eighteen years of age or older, his or her residence can be used to determine summer school attendance eligibility. Children of Aldine employees may attend an Aldine summer school regardless of residence.

Special Education Extended School Year (ESY) will be provided as a result of ARD decision, usually at a centralized location.

All summer school and extended year teachers will be paid \$25.00 per hour. Special Education teacher pay is \$35.00 per hour.

Students who fail to demonstrate mastery on the exit-level test will be required to attend a TAKS summer preparation course. This course is free to the student and designed to help students acquire skills necessary to successfully pass the TAKS exam. Students will earn .5 local credit for taking this course.

XVII. RECREATION PROGRAM

The recreation program at each school will be under the general supervision of the director of athletics. The campus coordinator at each school is to coordinate the program in his school and see that all funds are accurately accounted for and deposited into the recreation account in the business office.

## XVIII. FIELD TRIPS

- A. Field trips must be of an educational nature.
- B. Requests must originate with the building principal and be approved by the area superintendent.
- C. All trips need to be planned well in advance and have a written bus requisition submitted by the designated date each month for the following month's trips.
- D. All free/reduced price students must be allowed a sack lunch meal from the school cafeteria which meets child nutrition regulations. Paying students must be allowed to choose the same lunch to be paid for at the regular lunch price so as not to identify the free/reduced students. Student meal cards may be used. The cafeteria manager must have at least two weeks advance notice so she may order the food for these lunches. A field trip form must be completed by the adult in charge.
- E. If possible, all costs associated with a field trip should be funded by campus organizations or special revenue funds. When necessary, campuses can ask all students to pay the same nominal charge for field trips. Funds collected from students can only be used to pay for field trip expenses and cannot be transferred to other accounts. All funds must be receipted through Aldine.
- F. Every child needs written parental permission before going on a trip.
- G. An approved list of field trips is maintained by the area superintendent.
- H. Trips should be scheduled from October through April in order to alleviate transportation problems. Plan to schedule field trips on Tuesday through Friday. Exceptions must be approved by area superintendent.
- I. Field trips are not to be extended beyond 100 miles from Aldine ISD.
- J. Children not enrolled in the class/grade/school may not ride the bus.
- K. Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- L. Field trips solely through special program funds must meet the requirements of the funding source. Lesson plans must document pre and post educational field trip activities.
- M. Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- N. Overnight field trips must be pre-approved by the area superintendent. Chaperones must have a minimum of six hours sleep and cannot be paid for their sleep time.
- O. Any parent or adult who volunteers regularly with students must have a criminal background check.
- P. Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

### **GUIDELINES AND REGULATIONS GOVERNING FIELD TRIPS 2012-2013**

- 1. Requests for field trips or athletic activities must be submitted to the Area Superintendent, Athletic Director, Director of Performing Arts, Executive Director of Special Education or Director of Career and Technical Education by the 5<sup>th</sup> of the month



prior to the month the trip is scheduled. *Approved requests should then be submitted to the field trip office by the 15<sup>th</sup> of the month prior to the month of the field trip. This is Aldine School Board Policy.*

Do not send field trip forms directly to the Transportation department. Your Area Superintendent or Executive Director/Director has to approve them before sending them to Transportation.

Late field trip requests must be walked through to your Area Superintendent or Executive Director/Director and then to the Transportation department.

***Field trip requests cannot be assured during regular route times which are 5:30 a.m. - 9:00 a.m. and 1:30 p.m. – 5:00 p.m.***

***All general field trips must return to their home school by 2:00 p.m. All special education field trips must return by 1:30 p.m.***

Calling to verify the field trip the week before is highly recommended.

2. At least one sponsor is required on each bus for all field trips; they must ride the bus to and from the destination. No more than four parent chaperones are allowed on each bus. It is recommended that the sponsor sit in the back of the bus to keep an eye on the students.
3. The sponsor must provide directions or a map for any destination outside of the Aldine district. Also, verify intended route with driver before departure, this will ensure that there are no misunderstandings.
4. All field trip destinations must be within Harris County on a school day.
5. Sponsor must notify the field trip office about changes when a bus request is received with dates and/or times TBA (to be announced). The TBA arrangements must be cleared up as soon as possible to prevent problems.
6. Please notify your teachers that if they request a bus to shuttle them to an event, they need to be ready when the bus arrives. Example: soccer team needs to leave at 4:15 p.m.; they must be ready to leave at that time. A different driver will pick them up so the location of the pick up needs to be verified.
7. Sponsor or sponsors are responsible for conduct and housekeeping on the bus. It should be the duty of sponsors to inspect conditions of the bus (with the driver) before loading students. It is also the responsibility of the sponsor to make an inspection after the trip is completed. Property damage to the bus by students while on a trip must be reported to the transportation administration. The guilty party will be expected to pay for all damages. The transportation department is not responsible for any items left on the bus by students, sponsors or the sponsoring organization.
8. Large objects that cannot fit in the seats are not allowed. It is a federal law that aisles and all emergency exits on buses are kept clear at all times.
9. A large bus can hold 60 elementary students, 50 middle or intermediate students, 45 high school students. On a general field trip, the maximum number of parents per bus are 4.
10. Overnight field trips: All expenses will be paid by the sponsoring organization. No driver should be expected to pay their own expenses for meals or lodging. All arrangements must be made prior to departure. Meal money: Breakfast **\$12.00** – Lunch **\$12.00** – Dinner **\$12.00**. If your trip begins at 6:00am or before the sponsor must

provide breakfast. The meal money must be given in cash to the driver. Drivers must be provided with their own room or if they must share a room with another driver, they must have their own bed. Drivers are not allowed to share a room with a sponsor, teacher or student.

11. The transportation department has no provision to pay fees for toll roads. If a route via the toll road is desired the sponsoring group needs to arrange toll payment before entering the tollway.
12. If a trip is rescheduled, the sponsor must notify your Area Superintendent or Executive Director/Director of the change, then notify the Transportation department. If the sponsor wants to reschedule for a month out or more, please send in new paperwork.
13. Sponsors are responsible for notifying Transportation if a field trip has been cancelled. Any trip cancelled with less than 24 hours' notice will result in a minimum charge of **\$20.00** weekdays and **\$35.00** weekends, plus the In-district or the Out-of-district fee, plus the driver's waiting time at the school, unless approved by a Transportation Administrator.
14. All rules and regulations that apply to students for regular transportation also apply for extra curricular trips. Sponsors are required to enforce these regulations. In addition, please observe the following:
  - A. The sponsor is responsible for all discipline on the buses at all times.
  - B. No glass containers of any kind are allowed on the bus. Ice chests with lunches and canned drinks may be carried on the bus, but only bottled water can be consumed on the bus.
  - C. No food products can be consumed on the bus.
  - D. No animals of any kind are allowed on the bus.
  - E. On a regular field trip, only drivers, sponsors, chaperones and participants may ride an extra curricular bus. No spouses or children of drivers or sponsors are allowed.
15. No smoking or use of any tobacco product is permitted on any A.I.S.D. bus.
16. State law regulates the maximum speed limit of buses to 55 M.P.H. on interstates and highways, outside the city limits. The speed limit is 50 M.P.H. within the city limits. Please do not ask to go at a faster speed.
17. Organizations cannot paint or place signs or banners on the bus. No item may be placed on a bus which impairs the vision of the driver.
18. No Aldine I.S.D. bus is allowed to travel to any individual home (students, teachers, sponsor, or driver) for any reason unless approved by a Transportation Administrator.
19. Any questions regarding field trips can be directed to Helen Bigley (East side) at (281) 985-6627 or Terri Walker (West side) at (281) 878-7808.

## XIX. PHYSICAL EDUCATION/WELLNESS PARTICIPATION

All students shall be required to participate in physical education except:

- A. Students enrolled in marching band, dance team, cheerleading, Level 1 R.O.T.C., R.O.T.C., and students in an approved off-campus activity.
- B. Students who have district approved Category I and Category II physical education waivers. In the event a student has been ill and the parents have requested that they be excused from participation in PE for three (3) days, such requests should be honored. No penalty to the student's grade should be involved in such instances. The note from the parent is to be given to the physical education teacher who shall honor it. If this becomes a frequent occurrence, then the physical education teacher should ask the nurse to contact the parent and investigate the situation further. During the recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.

Common sense and good judgment can help with better public relations in all such cases.

- C. Students with medical limitations will be provided additional services through the adaptive wellness program if determined through an ARD. A student with an injury or who is disabled can substitute the PE graduation requirement with a course that is decided by the student's ARD, Section 504 Committee, or a committee of persons with knowledge about the student.

## XX. TESTING PROGRAM

Testing dates can be found in the current High School Planning Guide.

- A. Stanford 10  
Administered in the fall to all Limited English Proficient (LEP) students in grades 9-12
- B. Texas Assessment of Knowledge and Skills (TAKS)  
Administered in the spring to eligible students.
- C. State of Texas Assessments of Academic Readiness (STAAR)  
Administered in the spring to students in grades 9 and 10.
- D. Texas English Language Proficiency Assessment System (TELPAS)  
Administered in the spring to all Limited English Proficient students in grades 9-12
- E. Testing programs for students receiving special education services  
See Section 23, VII – Participation in State and Local Assessments A-J
- F. PSAT/NMQT allows students to examine skills in critical reading, mathematics and writing. PSAT/NMQT provides the student feedback on potential and readiness for college. Students should make every effort to take this test when offered. The 11<sup>th</sup> grade test opens doors for students to qualify for National Merit, commended status and scholarship opportunities. Students who take the PSAT show that they make significant gains on the SAT.
- G. SAT serves as one of the measures for assessing student performance in college. The new SAT examines proficiency in critical reading, mathematics, and writing. Many colleges use scores as one of their entrance requirements.

- H. ACT is another testing measure for assessing student performance in college. Reading, math, English and science are examined for proficiency. An optional writing test is also available for students. Many colleges use ACT scores as one of their entrance requirements.
- I. Advanced Placement (AP)/International Baccalaureate (IB) tests are given to students who are enrolled in the appropriate AP or IB course. College credit may be earned for successful performance on these tests.

XXI. STUDENT ORGANIZATIONAL CLUB DUES

- A. Student organizations must be in line with local and state guidelines in order to participate in leadership and competition activities. Guidelines must be in place for all students who desire to participate in student organizations.
- B. The dues will vary from one student organization to another, but the building principal should monitor the dues to see that they fall in line with the student organization guidelines and board policy.
- C. All club dues are to be deposited into the school agency account.

XXII. EXTRACURRICULAR SCHOOL ACTIVITIES AND ORGANIZATIONS

A. Extracurricular Guidelines

As a general policy, all organizations and extracurricular activities shall relate to, support, and improve the school curriculum, morale and standards of student life. Every organization must have the explicit approval of the principal in order to be a part of the school. Fraternities, sororities and social clubs, in accordance with state law, are not to be in the public schools.

All school organizations, student and parent, shall be under the direction of the school principal. All meetings, projects, activities and social functions must be approved by the principal. Funds from all organizations are to be deposited in the school agency account.

Student participation in extracurricular activities must be limited to the extent that no student misses more than 10 days during the school year. This includes activities either on or off campus. No more than 7 of the 10 days may be used in one session.

A student will be suspended from participation in any extracurricular activity sponsored or sanctioned by the district or the UIL after a grade reporting period in which the student received a grade lower than 70 in any academic class other than an identified honors or advanced class. A suspension continues for a three week grade reporting period and is not removed during the school year until one of the following conditions are met:

1. The school year ends
2. The student's grade in each class (other than identified honors or advanced class) is equal to or greater than 70 at the end of the following three-week review period.

A "grade reporting period" means:

1. The six-week grade reporting period; or
2. The first six weeks of a semester and each grade reporting period thereafter.

The principal and each of the student's teachers shall make the determination concerning the student's grades.

A student suspended under this section may practice or rehearse with other students for an extracurricular activity, but may not participate in a competition or other public performance.

The grade restriction for extracurricular activities does not apply to summer activities or to activities during the first six weeks of each school year.

Lists of "Important Dates for Academic Eligibility for Extracurricular Activities" are updated each year. These lists give academic check dates for the six grading periods. These lists can be found in the district's Student/Parent Handbook, Coaches Athletic Handbook, Parent/Athlete Handbook, or obtained through the central athletic office.

Practice time outside of the school day is limited for extracurricular activities. For all information about extracurricular activities refer to current TEA/UII Side by Side.

#### B. Local Fund Raising Activities

The purpose of fundraising activities is to provide additional financial support to the academic, co-curricular and extra-curricular programs available to students on campus.

Campuses may conduct fund raising activities throughout the school year. Consideration must be given for minimum disruption of instructional time during the school day.

At the high school and middle school levels, each student program/organization may conduct three fund raising activities each school year.

Raffles, lotteries and other games of chance are prohibited by State Law, and shall not be conducted on school property or by school organizations.

Organizations identified as a non-profit with a 501(c) status are not permitted to conduct raffles, lotteries and other games of chance on district property.

All fund raising activities must be approved and scheduled through the building principal with specific goals for the activity stated in the proposal. The principal will schedule fund raising activities based on three general criteria:

- length of time required for the fund raising activity
- number of fund raising activities scheduled for any given time period
- number of fund raising activities scheduled for any one program or organization

Students who participate in fund raising will be held accountable for those items which they volunteer to sell or the money which will be generated by the sale of those items.

Parents must consent for their child to fund raise by signing the appropriate form and understand that they are held accountable and responsible for fund raising items and monies.

Students will not be allowed to conduct fund raising activities door-to-door or on the street.

#### C. Social Events

All social events of clubs, classes and organizations must be approved by the principal and be on the official school calendar. All such events are not to take place during the

regular school day. The school sponsor or sponsors must be present at all school functions of any school organization and see that everything is carried on in an orderly manner. For large events security patrols are to be employed by the school. Every large social activity should be attended by the principal or one of his/her assistants throughout the entire event. This includes proms at the high school level.

When such functions are held at the school, all decorations are to be removed and furniture replaced before sponsors leave. Extra custodial charges must be paid by sponsoring organization.

D. Extracurricular/Co Curricular Field Trip Policies

1. Approved Trips

Field trips are to be limited to seminars, conventions, contests and experiences of an educational nature. (Pleasure and entertainment type experiences are not to be interpreted as being educational.) **The request must originate with the building principal** and be approved by the area superintendent. All trips need to be planned well in advance and have four copies of a written requisition submitted by the established deadline. Field trips funded solely through special program funds must meet the requirements of the funding source.

A list of students involved on a field trip must be kept by the school principal or designee and by the lead teacher/sponsor. Students must be checked on and off the bus at each stop to ensure the safety of each student involved.

2. Overnight Trips

Refer to section ten for more information on travel.

3. Paying Expenses

It shall be the responsibility of the individual school or club involved in such trips to pay all transportation costs and registration fees. The sponsor's expenses will be paid on such trips from agency fund accounts.

4. Computing Cost of Bus

Field trips made outside of the Houston area (other than band, drill team, etc.) shall be charged at a rate to be set each year plus the cost of the driver. Money collected for such trips shall be deposited in the school agency account and transferred to the transportation account. The cost of buses for longer trips shall be handled on an individual basis and arrangements agreed upon in advance.

E. Involvement in More Than One Activity

1. A student may be enrolled in more than one extracurricular activity. Conflicts in rehearsal/practice and/or performance times should be resolved at the campus level. Rehearsal/practice time is to be apportioned in an equitable manner.
2. No penalty to grades, position, etc. is to be assessed because a student chooses to be involved in more than a single activity.

F. Eligibility and Qualifications of Students Elected to Office

1. Eligibility: The student may be elected to an office at the beginning of the school year only if the student has earned the cumulative number of credits in

state approved courses. Following the initial six weeks or six weeks period of a school year, a student must not have a recorded grade average lower than 70 in any course for that preceding grading period. He must have conduct grades for the year of no more than one "N" and no "U's".

2. Qualifications: The student must have been enrolled in school the preceding grading period and be officially registered at the time of preparation of ballot.
3. Should any officer make a failing grade in any one subject in a grading period, the student will be placed on probation until the next grade report. If still failing, the student must forfeit the office. Should this happen in any class, the presidency shall be filled by the vice-president. All other vacancies will be filled in a manner determined by the principal and the sponsor. In some cases, the position may remain vacant.
4. It will be the duty of the sponsor of the respective group to verify qualifications and eligibility of each candidate for the office. After election if a student is determined to be unqualified or ineligible, the office shall be considered vacant.
5. Major offices will be defined as president and vice-president of all classes, student council, and clubs with national affiliations. All other offices shall be classified as minor offices. A student may hold one major office and one minor office or two minor.
6. Election of class officers/representatives (except-freshmen) will be held during the spring prior to the office holding year. Freshmen will elect officers during the first six weeks each year.
7. A student who has no more than one failing grade "F" from the previous grading period can be a candidate in election/selection for cheerleader, drill team, and class or organization officers for the next school year.

#### G. Election of High School Class Favorites

##### Qualifications for Class Favorites

1. The student must have been enrolled on the campus the previous semester, and be officially registered at the time of the preparation of the ballot.
2. All class members are eligible to vote.
3. Nominations:
  - Two days of open nominations will occur at least seven school days prior to the election.
  - The nomination process may be carried out before school, after school, during lunches, or during study halls.
  - All nominations must be in writing on the form provided by the school.
  - Students making nominations must provide their ID card and can make only one nomination for each position.
  - There is no limit to the number of positions for which a student may be nominated.
  - At the conclusion of the two day period, all nominations will be tallied and the top eight nominees (4 boys and 4 girls) in each category will be placed on the ballot.
  - In case of a tie for fourth place, five nominees will be placed on the ballot.

4. Favorites: Each school will elect the following favorites and only those listed:

Senior Favorites

Mr. and Miss  
Most Beautiful (girl)  
Most Handsome (boy)  
Best All-Around  
Friendliest  
Most Popular  
Best Dressed

Under Class Favorites

Most Popular  
Most Beautiful (girl)  
Most Handsome (boy)  
Best All-Around

5. Eligibility:

Students should consider the following characteristics when nominating classmates:

**Mr. and Miss**

Character, leadership, service and most representative of the school

**Most Beautiful and Most Handsome**

Based on beauty and good looks

**Best All-Around**

Possesses several of the following qualities: academic ability, artistic ability, athletic ability, good sportsmanship, good citizenship, service and/or leadership

**Friendliest**

"A smile for all" -- for the students and faculty -- cheerful, good natured, helpful

**Most Popular**

Well liked by all students

**Best Dressed**

Neat, clean, attractive, good taste in selection of style, appropriate to occasion and adheres to the dress code.

- Elections:
  - Elections for class favorites shall be held for two days.
  - The election may be conducted during Channel 1 time, activity periods, lunch periods, or before school.
  - A student must present a school ID to vote.
  - Monitors will use class rolls to ensure that a student votes in the appropriate election and votes only once.
  - Voting will be on approved ballots only.
  - The winner in each category (1 boy and 1 girl) shall be the student receiving the most votes for that category.
  - In case of a tie, a run-off will be held.
  - A student may receive more than one honor.
  - Votes will be counted by an election committee composed of the head sponsor, class counselor, and an administrator.
  - No results will be posted or announced until all winners are certified by the election committee as being eligible for the honor.



H. Election of Homecoming Queen/King

The senior class will nominate seven **girls** from the senior class to run for Homecoming Queen. The three **girls** with the most votes will be finalists and will participate in the ceremony. The **girl** with the most votes will be elected queen and crowned at the homecoming game. The election procedure will be the same as for class favorites. Four **girls** will be nominated from each of the other classes to run for princess of that class. The **girl** with the most votes will be elected princess and will participate in the ceremony. Nomination and election procedures are those used for class favorites.

Each girl may choose her own male escort from among the male students enrolled in her school. She may choose to be escorted by her parent guardian, or friend.

High schools may or may not elect a high school homecoming King. The process for selecting King may vary depending on school traditions.

I. Policies Governing Cheerleaders

A. Number

Twelve (12) freshmen cheerleaders, ten (10) jr. varsity cheerleaders and a maximum of eighteen (18) varsity cheerleaders will be selected by each high school. Should a high school have a low number of participants trying out for a cheerleader position, AND the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> composite scores drop greater than five points from the 15<sup>th</sup> composite score, the school MAY have the option to choose 15 Varsity cheerleaders.

B. Conduct

A cheerleader's conduct will be consistent with the organization's constitution at all times. Failure to maintain such conduct may result in probation, suspension, or removal. Any conduct of "N" will mean suspension from cheerleading activities until a written statement is obtained from the classroom teacher giving the "N" that it has been brought up to at least an "S". Failure to bring it up by the next grading period will result in removal from the position. Any student who has an "N" for conduct on his/her six-week report card is not eligible to try out for cheerleader.

Cheerleaders who quit or are removed from the squad due to behavior (Category II and III) or accumulations of demerits for not attending games and practices, will not be allowed to tryout for a cheerleader position for the following school year.

Eligibility to tryout again for students who lose their position for academic reasons will be determined by existing AISD policies.

C. Academic Requirement

An academically ineligible student (one who has a single F in the previous six weeks) is permitted to try out as well as attend pre-tryout practices. However, once selected as a cheerleader, students must maintain a recorded grade average no lower than 70 in all courses in order to participate in cheerleading activities. Should a cheerleader make a failing grade in any subject for a grading period (six weeks), she/he will be placed on probation until the next report period. If she/he is still failing, she/he will forfeit her/his position. Only one scholastic probation will be allowed during a school year.

Eligibility to tryout again for students who lose their position for academic reasons will be determined by existing AISD policies.

D. Selection Process

Any eligible student may seek the position of cheerleader. All applicants will appear before a panel of judges. The judging panel will consist of not less than three (3) paid judges who have no affiliation with the school or any candidate. The judges will be NCA/UCA members from area colleges and universities. An appropriate rating sheet will be used in the judging process. Each applicant will appear before the judges twice (once alone and once in a group). High school freshmen tryouts will be held with the high school Varsity tryouts. The top twelve (12) freshmen based on their composite score will be placed on the freshmen squad. However, the Varsity team will be selected regardless of their grade level (10, 11, 12). The Varsity squad shall have a maximum of eighteen (18) members. However, the high school campus will have the option of reducing the Varsity squad to (15) members, if the tryout participation is low, AND the bottom composite scores have a gap of greater than five (5) points from the 15<sup>th</sup> composite score. The remaining students will be placed on either the Jr. Varsity or Sophomore squads, based upon their composite score earned in tryouts. The Sophomore squad will have six (6) members plus one (1) alternate. The Jr. Varsity squad will have no need for an alternate since members of the Sophomore squad can act as alternates. This is also true with the Varsity squad using Jr. Varsity members as alternates.

E. Uniforms

Cheerleaders will be provided, at district expense, a complete uniform. A uniform consists of a skirt, shell, emblem, raingear, and a bag. No personalization of district purchased items is allowed. The district uniform must be dry cleaned (by the cheerleader) prior to “end of year” collection.

F. Summer Camp

1. Attendance at an AISD sponsored middle school summer camp is encouraged but not required. If a participant attends a summer camp, tuition and clothing fees are the responsibility of the individual cheerleader.
2. Cheerleader sponsors are required to attend summer camp with their squad. The sponsor’s fee may be paid out of the school’s cheerleader account or the school’s activity account.
3. High School cheerleaders are required to attend summer camp. All fees associated with participation in summer camp are the responsibility of the individual cheerleader.

J. Letter Jackets

Only one letter jacket will be awarded to a student during his/her high school career. When a student qualifies for a letter jacket, the jacket will be awarded with a six-inch chenille letter. Should a student represent his/her school for more than one year in different events and qualify, he or she will receive additional six-inch letters. Should a student represent his/her school in the same event for more than one year and qualify, he/she will be awarded additional hash marks to indicate the number of years involved.

1. **Speech and Debate** Students who participate for two years, and perform in a minimum of eight speech tournaments each year and accumulate the necessary National Forensic League Points will receive a letter jacket.
2. **Art** Students representing their school at the regional Visual Arts Scholastic Event (VASE) and receive a superior rating and/or the Scholastic Art and Writing Awards in the visual arts as a Silver Key winner will receive a six-inch chenille letter. Students who qualify and participate in the state Visual Arts Scholastic Event (VASE) will receive a letter jacket. Students who receive a Gold Key at the regional Scholastic Art and Writing Awards and who participate at the national level will receive a letter jacket with a six-inch chenille letter.
3. **History** Students who advance to the regional history fair will receive a six-inch chenille letter. Students who qualify and participate at state level will receive a letter jacket with a six-inch chenille letter. Students who qualify and participate at the state level Citizen Bee will receive a letter jacket with a six-inch chenille letter.
4. **Science** Students who advance to the regional science fair will receive a six-inch chenille letter. Students who qualify and participate at the state level will receive a letter jacket.
5. **Foreign Language** Students who place first or second at the state competition of the Pan American Student Forum will receive a letter jacket. Students who place first or second on the National Spanish or French exams will receive a letter jacket. Students who place first or second in the state French Symposium will receive a letter jacket. Students who qualify and participate at state level competition in German or Latin will receive a letter jacket.
6. **Decathlon** Students who qualify and participate at the state Decathlon will receive a letter jacket.
7. **Destination Imagination** Students who participate and qualify for state competition will receive a letter jacket.
8. **CTE** Students who place first or second at state or qualify for national competition leading from district to national and earn points in leadership, membership, community service, and academics will receive a letter jacket. Students who participate in the Junior Reserve Officer Training Corps will earn a letter jacket according to the following point system: officer, leadership training, competitions (JROTC competitions specific to military branch), community service, or other school related activities.
9. **Academic** Tenth graders who had an overall ninety (90) or above average in each subject for each session of their ninth grade year and have maintained the same average through the first session reporting period of their sophomore year will be eligible for a letter jacket.
10. **Band** All high school band students are eligible for a major award in their senior year in accordance with the point system outlined below. The major award will be a letter jacket. Students are eligible for only one major award during their high school career.

Jackets will be received in the senior year if the student is currently enrolled in band and earns 6 or more points in the three previous years. Points will be awarded as follows:

Earned placement in varsity-level concert group	1
Participate at UIL Region Marching Contest	1
Audition for Ninth Grade All-Region Band	1
Earn placement in All-District Band	2
Earn placement in All-Region Band	2
Qualify for and audition at Area Tryouts	2
Earn placement in All-State Band or Orchestra	4
Earn UIL Division I rating on Class I solo (Region)	1
Earn UIL Division I rating on Class I ensemble (Region)	1
Participate in UIL Concert and Sightreading Contest	1

**NOTE:** At least FOUR (4) points must be earned through participation in UIL Marching and UIL Concert and Sightreading Contests. ELIGIBILITY will be a factor and therefore should be a major concern of anyone hoping to receive a band award letter jacket.

Juniors can earn a jacket if they have been enrolled in band and earned 12 or more total points in the two previous years.

11. **Choir** Students who participate in the top choir for two years and perform in UIL Solo and Ensemble and Concert and Sight Reading contest both years are eligible for a letter jacket. Students are eligible for only one major award during their high school career.

All high school choir students are eligible for a major award at the beginning of their senior year if they have successfully completed three prior years of participation in any choir. Additionally, they must have performed in both UIL contests as specified above each year.

All high school choir students are eligible to receive a letter award for each successful year completed in any choir, including performing in both UIL contests.

NOTE: If a student becomes academically ineligible and is unable to participate in the contests as specified in the rules above, he/she is ineligible to receive an award.

12. **Orchestra** Students who participate in the varsity-level orchestra for two years and perform in UIL Solo & Ensemble and Concert & Sight-Reading Contest both years are eligible for a major award. The major award will be a letter jacket. Students are eligible for only one major award during their high school career.

All high school orchestra students are eligible for a major award at the beginning of their senior year if they have successfully completed three prior years of participation. Additionally, they must have performed in both UIL contests as specified above each year.

All high school orchestra students are eligible to receive a letter award for each successful year completed.

NOTE: If a student becomes academically ineligible and is unable to participate in the contests as specified in the rules above, he/she is ineligible to receive an award.

13. **Theater Arts** Students must have participated for two years in theater (technical, acting, or both) to be eligible to receive a major award. The major award will be a letter jacket. Students may receive only one major award during their high school career.

Additionally, students must have participated in four theater productions, two major and two minor, per school year. Major refers to UIL One Act Play, multi-act plays, and musicals. Minor refers to non-UIL one act plays and skits. Students must also acquire the necessary points which are awarded by the national office to be inducted into the school's chapter of the International Thespian Society.

Students are eligible to receive a letter award for each successful year of participation in theater arts in accordance with the annual requirements described above.

NOTE: If a student becomes academically ineligible and is not able to participate in the required number of activities, he/she is ineligible to receive an award.

14. **UIL literary, academic, speech, debate** Students representing their school at the District UIL competition in literary, academic, and speech/debate events will receive a six-inch chenille letter. Students who qualify and participate at state will receive a letter jacket.

15. **Cheerleaders** All high school varsity cheerleaders are eligible for a letter upon completion of each successful year as a cheerleader.

All high school **varsity** cheerleaders are eligible for a major award upon completion of two successful years. The major award will be a letter jacket. Students will be eligible for only **one** major award during their high school career.

To earn the award, varsity cheerleaders must have participated in 90% of the regular football games and 90% of the required basketball and volleyball games.

The award will be ordered by the end of the regular basketball season of the second successful year.

Cheerleaders may earn a plaque for additional years of service.

NOTE: If a student becomes academically ineligible and is not able to participate in the required number of football/basketball games, he/she is ineligible to receive an award.

16. **Dance/Drill Team** Two years of successful participation in the varsity dance team is required to earn a major award. The major award will be a letter jacket. Students may receive only one major award during their high school career.

Additionally, during each of the two years, the student must dance at 90% of football games and all basketball games required by the drill team director. Carver students must perform at least eight (8) times in two or more productions outside the school day for two years. Students at all high schools must participate in two (2) team competitions per year and the annual Spring Show.

Students are eligible to receive a letter award for each successful year of participation in high school dance, performing in 8 out of 10 football half-time shows, participating in all required basketball games and the Spring Show. Carver students may qualify for a letter each year by being enrolled in dance and participating in 80% of all dance performances as well as the Spring Show.

Students are not eligible to receive an award if they quit or have been removed from the team during the course of the year.

NOTE: If a student becomes academically ineligible and is unable to participate in the required number of performances, the student is ineligible to receive an award.

17. **Football** Students who play football must compete in 16 quarters in varsity competition, and compete for the entire season to receive a letter jacket.
18. **Volleyball/Baseball/Basketball/Softball/Soccer** Students competing in these sports must be on the varsity level. Students must participate in 50% of all games, one half in district, and must play for the entire season to receive a letter jacket.
19. **Tennis/Swimming** Students must participate on the varsity level and place first, second, or third in a major meet or place in a district meet, and compete for the entire season to receive a letter jacket.
20. **Track** Students must participate on the varsity level and place first, second, or third in a major meet or place at district and compete for the entire season to receive a letter jacket.
21. **Golf** Students must participate in 50% of all varsity tournaments and/or must play in district play and compete for the entire season to receive a letter jacket.
22. **Cross Country** Students must participate on the varsity level and place in the top 25% at district or must accumulate 2.5 points times the number of meets and compete for the entire season to receive a letter jacket.
23. **Trainers/Managers** Students who participate must have worked for two (2) years to receive a letter jacket.
24. **Special Olympics** Students must have participated in Special Olympics for a minimum of three years. Students must participate in a minimum of two sports in one school year. Students must be in attendance at an Aldine I.S.D. high school (Grade 9-12). Students must regularly attend practices, meets, games, tournaments, etc. Students must display a positive attitude and strong work ethic. Students must be recommended for this award by the individual team's coach based on the merit displayed by the student.

K. Procedures for Ordering Letter Jackets and Letters

Aldine ISD awards letter jackets and letters to eligible students. Any additional purchases are the responsibility of the student.

1. At the beginning of the school year, with the vendor, sizing dates will be scheduled. These dates will be publicized through the office of the director of athletics and the executive director of curriculum and instruction.

2. A list(s) of eligible students are submitted by the sponsor to the designated campus administrator who will cross reference each list with the campus data base to ensure students receive only one letter jacket. The revised list will be returned to the coach or sponsor.
3. The coach or sponsor sends a copy of the list of eligible students for jackets and/or letters to the appropriate program director or director for final verification that students have met all requirements.
4. The director/program director sends the completed vendor forms listing eligible students along with the ordering packet and date(s) of sizing to the coach, sponsor, or designated campus administrator.
5. The coach or sponsor provides all eligible students with the ordering packet along with the date and time of the sizing no less than 5 school days prior to the sizing date.
6. The vendor collects the appropriate forms from the coach or sponsor on the sizing date, verifying the students to be fitted. Students must provide payment to the vendor for the extra patches/emojms at the time of sizing.
7. Upon completion of sizing and orders taken for all high schools, the vendor processes and delivers the orders to the appropriate program director, director, or executive director responsible for paying for the jackets and awards.
8. The program director, director, or executive director generates the requisition and sends it to purchasing for processing.

#### XXIII. PAID ASSEMBLIES

Paid assemblies and/or entertainment will be approved by the principal. All schools will be limited to **three paid** assemblies involving outside entertainment. Grant funds cannot be used to provide additional paid assemblies. It will be the principal's responsibility to determine that only quality entertainment is used.

Principals are encouraged to set up a yearly calendar and schedule all such assemblies for the entire year. (Avoid having any two paid assemblies close together.) The calendar of activities and assemblies for the entire year may then be printed and distributed early in the fall semester.

Programs, assemblies, concerts, plays, etc. from other schools in the district must be scheduled through all involved principals.

#### XXIV. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

- A. salespeople, vendors, agents, etc. who are directly involved in school fundraisers or other school functions;
- B. those individuals listed above must have a vendor letter for the current school year signed by the director of special programs.

XXV. LIBRARY FINES: GRADES 9-12

- A. Students are responsible for returning library materials on or before the due date.
1. **A ten (\$10) cent overdue fine** will be charged **per book, per day**, excluding weekends and holidays.
  2. The total overdue fine may not exceed \$2.00 per book.
  3. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.
  4. It is **not** necessary to write student receipts for small library fines; but, when the information literacy specialist turns in a sum of money to the office, it is to be receipted.
  5. School policy also determines if students with long overdue books or outstanding fines are to be restricted in their use of the Library Media Center.
- B. All students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.
- C. Specific policies regarding lost or damaged library materials are:
1. Payment is required even when a student leaves one Aldine campus and enrolls at another school in Aldine ISD or withdraws to attend school in another district.
  2. When a lost item has been paid for and then is found and returned in good condition before a replacement is purchased, the school owning the material will issue a refund to the student.
  3. The student does not need to be enrolled in the school owning the item at the time it was lost to receive a refund.
  4. The information literacy specialist and the principal have the option to assess a damage and/or overdue fine when a lost and paid item is returned to the library. An overdue fine cannot exceed \$2.00 per item.
  5. **If the lost item is paid for, and then returned in an unacceptable condition, the information literacy specialist and the principal may decide not to issue a refund.** In this case, all **identification marks** should be removed or blocked out and the item should be returned to the student.
  6. After a replacement title has been purchased, the student is not entitled to a refund if the item is found and returned. The item then belongs to the student. In this case, all **identification marks** should be removed or blocked out.
  7. After a student has paid for a book damaged beyond repair, **it is his or her property.** In this case, all **identification marks** should be removed or blocked out.
  8. Students are also responsible for paying damage fees, according to the fee schedule below, for repairable damage to library items.
    - Missing barcode and/or spine label and/or date due slip – up to \$2.00



- Torn pages – up to 25% of cost of book
- Ink or pencil marks (minor) - \$1.00 per page
- Ink or pencil marks (major) – 25% of cost of book
- Loose bindings (due to misuse) – 50% of cost of book
- Missing pages – 100% of cost of book
- Obscenities (drawn or written) – 100% of cost of book
- Damages that prevent re-issuing book – 100% of cost of book

NOTE: If a student pays for a book in full (100%), he/she is entitled to keep that book.

D. Procedures:

1. A pre-numbered Aldine ISD receipt **must be** issued to the student when a lost or damaged item is paid for.
2. Money collected for lost or damaged library items must be turned in to the school bookkeeper for deposit.
3. A receipt confirming the amount deposited must be given to the information literacy specialist.
4. Money collected for lost or damaged library materials **must be used to purchase replacement copies**. If a specific title is no longer available, the information literacy specialist should purchase a similar title.
5. All receipts must be documented on an official pre-numbered Aldine ISD receipt book.

XXVI. POLICIES FOR LENDING MONEY TO STUDENTS FOR MEALS

All schools are to make arrangements to lend lunch money to students who forget or lose their money. In most instances, this is handled through the principal's office.

The USDA federal meals program allows free meals only to students whose families are currently approved for free meals benefits. Schools may wish to purchase, with school funds, sandwich ingredients for students with outstanding loans.

Lending money to staff members is prohibited.

XXVII. FEES, MEMBERSHIPS, AND PER DIEM AT DISTRICT EVENTS

A. School Fees and Memberships

All membership fees for organizations such as UIL, etc. will be paid by the district. This includes entrance fees in events of solo and ensemble, concert and sight reading, career and technology contests, etc. Requests for such checks are to be made well in advance of the date and are to be directed to the appropriate director.

B. Professional Organizations

Personal membership(s) in professional organizations are not to be charged to the district, special revenue, or agency funds, unless it costs less to pay for the cost of a conference or subscription fee plus a membership fee than it does to pay the non-member fee for the conference or subscription fee. The district will pay for membership fees for

teachers if membership is required for students to participate in the organization contest/activity.

C. Per Diem at District Events

The school district will pay for meals and lodging for contestants at district, regional and state level contests. Lodging will be the actual expense.

Lodging - per night at actual expense

Meals - When possible, directors/program directors will make arrangements with a restaurant to provide a meal for less than \$12.00 instead of providing per diem to students. If arrangements cannot be made, meals will be \$12.00 for breakfast, lunch, and dinner.

Travel arrangements must be approved in advance by the appropriate director. The district or program director will make hotel arrangements to get government rate for all travel.

## XXVIII. ATTENDANCE POLICY

Every child in the state who is six years of age or who is less than six years of age but has previously been enrolled in the first grade must be enrolled in school. Students must continue to be enrolled in school until their eighteenth (18<sup>th</sup>) birthday occurs. Attendance shall be for a minimum of eighty (80) days each semester for grades 7-12. High school students may only have three (3) absences per semester in order to receive credit. Absences from school shall be of two types, excused and unexcused. Excused absences can be made up and credit for make-up work recorded. Missed work for unexcused absences can be made up but the maximum grade will be a 70. Excused absences are granted for the following reasons:

- a. Personal illness
- b. Serious illness or death in the student's immediate family
- c. Emergency medical or dental attention
- d. Absences approved by the principal in advance
- e. Observance of religious holy days that require the student's participation
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make-up schoolwork missed on those days.
- f. Weather or road conditions making travel dangerous
- g. Quarantine
- h. Temporary absence resulting from health care appointments, if that student commences classes or returns to school on the same day of the appointment.
  - A student whose absence is excused under this reason may not be penalized for that absence and will be counted as if the student attended school.
  - A student whose absence is excused under this reason will be allowed a reasonable time to make up schoolwork missed on those days.

Students must bring a note from the parent or guardian requesting an excused absence for one of these reasons. In the case of an absence due to a health care appointment, a note from the health care professional's office and signed by that professional, must be brought to the school. These

notes will be kept on file in the attendance office. Unexcused absences include but are not limited to truancy, missing the bus, over-sleeping, any excused absence without the required notes, and absences not excused in advance by the principal. If a student is in attendance fewer than eighty (80) days a semester, the student will not receive credit for that class. Students may only have three (3) absences per semester in order to receive credit. An attendance committee may grant exceptions for extenuating circumstances.

**Participation in school sponsored activities will not be counted as an absence.**

A tardy is defined as arriving to class up to twenty (20) minutes late. After twenty (20) minutes the student is considered absent. Tardies may be taken into consideration when truancy charges are filed.

Attendance is taken at a set time during second period. This set time needs to be more than 20 minutes into the period. Students arriving after the period begins but during the first 20 minutes will be marked tardy. Those arriving more than 20 minutes into the period will be marked absent – and thus absent for official attendance. Students will receive a perfect attendance certificate for being present each day of the school year.

**TEC§ Sec. 25.085 states that “a child shall attend school each school day for the entire period the program of instruction is provided”.**

A school day shall be at least seven hours each day, including intermissions and recesses (TEC§ Sec. 25.082).

A child shall not have unexcused absences on 10 or more days or parts of days within a six month period in the same school year or on three or more days or parts of days within a four-week period from school (Family Code Sec. 51.03).

Failure to comply with these laws will result in legal prosecution and will subject the parent/guardian to a fine at the recommendation of the principal. Each day the child remains out of school after a warning is issued will constitute a separate offense.

When students quit attending school without formally withdrawing, they are to be withdrawn **BACK TO THE FIRST DAY OF NON-ATTENDANCE** after 10 days of absences AND no successful contacts with the family. School **MUST** make attempts to contact the students/families and should involve the attendance and police officers as appropriate. Attendance officers can file on withdrawn students to involve the courts in helping to enforce compulsory education laws.

Aldine is committed to encouraging students to stay in school until graduation and attempts to recover every student who drops out. To document these efforts, on a yearly basis middle school, 9<sup>th</sup> grade, and high school principals must submit to the PEIMS coordinator a form listing who may sign “leaver” documentation. Names listed may include the names of the principal, assistant principals, counselors, intervention specialists, registrars, and/or attendance counselors.

Aldine’s policy is to always report to PEIMS the most current, known information on students through the official school start window that ends the last Friday of September.

**XXIX. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)**

**A. General Education Homebound Program Criteria (GEH)**

1. Student is expected to be confined at home or hospital bedside for a minimum of four (4) consecutive weeks.
2. Student is expected to be confined at home or hospital bedside within Aldine ISD boundaries for **medical reasons only.**

3. The medical condition is documented by a **physician** licensed to practice in the United States.
4. Students must be served by a certified general education teacher.

B. Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc.
2. Nurse explains criteria for placing a student on homebound (Criteria-doctor expects the student to be out of school for a minimum of four consecutive weeks from the date the doctor completes the Medical Evaluation)
3. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 has parent sign consent for school to speak to doctor, gives parent homebound parent letter, and has parent sign Receipt of Homebound Information (GE-0009).
4. Nurse notifies administrator of possible homebound placement.
5. IF STUDENT DOES NOT WARRANT HOMEBOUND:
  - a. Nurse notifies Campus Administrator
  - b. Campus Administrator notifies Parent
  - c. If parent disagrees, Nurse notifies Program Director of Health Services as an independent mediator
6. IF STUDENT WARRANTS HOMEBOUND:
  - a. Nurse notifies the campus EIT coordinator to schedule a GEH Meeting
  - b. GEH Meeting is held, nurse notifies Homebound immediately.
7. EIT Coordinator makes a copy of the forms: GEH # 1, GEH # 2. EIT Coordinator collects the student's class schedule, a copy of the student's transcript, a copy of the student's most recent report card and a copy of the student's blue card. Send the copy of all of these documents to Homebound Services in a folder within 2 days of the General Education Homebound Meeting. Keep the originals on the home campus.

C. General Education Homebound Meeting

1. Role
  - a. Review and consider the necessity of providing instruction to a general education student at home/hospital bedside.
2. Decisions must be made by the General Education Homebound Committee
  - a. Consideration of physician's information (In making these decisions the GEH committee must consider the physician's information. However, the physician's information is not the sole determining factor in the committee's decision making process).
  - b. If the decision is to provide general education homebound services, then the committee must determine the type and amount of instruction to be provided to the student and the subjects that will be taught on Homebound. Due to limited direct instructional time from teachers,

these types of classes may be deemed inappropriate for Homebound Services by the committee: some electives, labs, AP level classes, etc.

3. Requirements to Consider

- a. Using the General Education Homebound Meeting Form (GEH # 2) which documents GEH committee decisions regarding whether or not a student is to be served through GEH.
- b. The GEH committee must review the Medical Evaluation Report from the physician (GEH # 1) stating the student has a medical condition which requires the student to be confined at home/hospital bedside for a minimum of four (4) consecutive weeks.
- c. The GEH committee must review data to help determine the number of hours per week and the classes to be taught during Homebound Services **such as:** the health of the student---is the student capable of maintaining the rigor of the subject matter and course work as is or will it have to be significantly modified? What are the critical subjects that Homebound could provide that can maintain the integrity of the subject/course? Due to the severity of the illness/injury, in many cases four hours a week (the minimum) may be the limit of direct instructional time a student can attend without fatigue or detriment to the student's health may occur; the length of time the student will be on homebound---will it be long term or only for 4-6 weeks?; the student's attendance---is the student able to attend school for even 1 or 2 periods a day to access classes and would this be better for the student than Homebound Services?; grades---what are the current and past grades of the student? If the student is not doing well, would it be best to drop the course until the student can return to school?; is there a better way to obtain instruction in the course--could the work and tests generated by the student's general education teachers be transported another way that would maintain the expectations of the course? Is the general education teacher willing to support the student if the work is transported back and forth? Could email for assignments be utilized? Could PLATO be utilized (if the home has internet access?)
- d. The GEH committee must document on the form (GEH # 2) the committee's decision regarding the type(s) and amount of instruction to be provided to the student. This must include the designated amount of time per week that instruction will be provided and for what subjects.
- e. Documentation of the day(s) homebound instruction started and stopped.

D. Meeting to Return the Student to School

1. When the physician provides a medical release date to return to school, the GEH Committee meets and completes the GEH form # 2 to dismiss the student from Homebound Services. The parent could participate by phone if they wish.
2. File the General Education Homebound Summary Form # 3 and the General Education Homebound Teacher Contact Log Form # 5 along with the other General Education Homebound Forms from the first meeting in the student's cumulative folder.

E. Attendance/Calculating eligible days present

Amount of time served per week:	Eligible days present/earned per week:
One hour	One day present
Two hours	Two days present
Three hours	Three days present
Four or more hours	Four days present (4-day week) Five days present (5-day week)

1. Excused absences
  - a. Student is too ill to complete school work.
  - b. Student is contagious
  - c. Family member is contagious
  - d. Student has a doctor's appointment
2. Unexcused absences
  - a. Unexcused absences may result in no grade (NG) and the need to reconsider Homebound Services.

F. Schoolwork

1. Textbooks
  - a. Textbooks should be provided to the student from his/her campus.
  - b. Parents are responsible for checking out and returning textbooks. Neither homebound instructors nor school personnel will be able to check out textbooks.
2. Make-up work
  - a. If the student has been out of school for more than five days prior to the initial General Education Homebound meeting, the family should request make-up work from the student's campus.
3. Extracurricular
  - a. Students who are too ill to attend school are considered too ill to participate in extracurricular activities.
  - b. If the student exhibits the ability for such activities, the student would not continue with Homebound Services.
4. Student Work
  - a. The student's teachers must complete the Teacher Assignment Form (GEH # 4) each week and provide to the Homebound Teachers.
  - b. The student's teachers must provide the assignments and the materials for the assignments weekly to the Homebound Teachers.

- c. When writing lesson plans for the week for the student on homebound, teachers must take into consideration the student is receiving much less direct instructional time due to the severity of the student's illness/injury than when the student is attending school for instruction.

G. Testing

1. The homebound teacher will administer state assessments to eligible students.

H. Miscellaneous

1. Homebound Services are provided within the Aldine Independent School District boundaries.
2. Homebound instructors will not enter situations that are dangerous. This includes a home where any person has an infectious or contagious condition.
3. An adult must be present in the home with the student during the entire provision of Homebound Services. This is required even if the student is age 18 or older.

I. Transition from GEH to the classroom

1. Length of the transition period must be determined by the GEH committee based on the student's current medical information.
2. ADA eligibility shifts back to the requirements of the 2-4 hour rule once the student has completed the transition period as determined by the GEH committee.

XXX. OVERAGE TUITION

Students who are classified as a senior and who experience their 21<sup>st</sup> birthday prior to September 1, will be given the opportunity to complete their senior year by paying tuition of \$205 per month. This tuition charge **may** be waived by the superintendent of schools when the request for waiver is received in writing from the student. A waiver request must be presented by the student each semester to the principal of the building, who will then forward the request to the superintendent of schools.

There are several conditions which must be met in order for the waiver of tuition to be granted:

1. Student must be able to obtain a diploma within one calendar year after turning 21 years of age.
2. Student must have good attendance at the time of the waiver request and must continue to have good attendance until completion.
3. Student must be passing all classes at the time of the waiver request and must continue to make passing grades until completion.
4. Student must live in Aldine Independent School District and have attended an Aldine school for the two previous years.
5. Student must have passed two portions of the TAKS test with reasonable expectations that the other three portions will be passed.

6. Student must not have any major discipline problems at the time of the waiver request and must continue to have good discipline until completion.
7. Student must have shown a willingness to take advantage of the special programs offered i.e. tutorials.

If the waiver of tuition is granted, the student will receive a letter from the superintendent of schools. If the waiver is not granted, the student will be responsible for paying the tuition of \$205 per month for each month of school attended beyond the student's 21<sup>st</sup> birthday. This tuition must be paid in full prior to the issuance of the student's diploma.

Students in special education are eligible for educational services without paying tuition through the school year of the student's 22<sup>nd</sup> year, unless the student has graduated with a regular diploma.

#### XXXI. PARENT BOOSTER CLUBS

Parent booster groups should obtain a copy of the district's "UIL Booster Club Handbook" from their respective Athletic, CTE or Performing Arts departments. Parent clubs are encouraged to exist as an aid to the school district and individual schools under the guidance of the school's administration. The parent club guidelines are as follows:

- A. Each club must have a constitution that sets forth the club's purpose and operational procedures. The constitution must clearly recognize the principal's leadership and authoritative position with respect to the club.
- B. Each club must submit a budget to the principal for approval prior to the first day of classes each school year. The budget must include a list of expected expenses (projects) and an estimate of income along with the income source. Expenditures may not exceed income.
- C. Parent club money must be deposited in the school's agency account to be expended under the principal's supervision. No expenditure of parent club money can be made without written approval of the club. The club's constitution must establish how such written approval is to be made.
- D. Parent club money is not to be spent on:
  1. Any item or activity not approved by the principal.
  2. Salary or bonus money for sponsors or coaches.
  3. Gifts exceeding a total of \$200.00 per year for a sponsor or a coach.
  4. A "petty cash" fund for miscellaneous use.
- E. Financial statements must be made available to the general membership of the club at regularly scheduled meetings.
- F. Fund raisers that involve student participation to raise funds (i.e., door-to-door sales, inventories, workshops) are limited to two per year. Fund raisers involving only adult participation are not limited. No funds should be raised unless there is a specific need within the budget for the money.



## XXXII. SPECIAL PROGRAMS

- A. **TAKS and STAAR EOC:** Students who are not mastering the TAKS objectives in reading, writing, and/or mathematics may participate in the TAKS Intervention activities/programs.
- B. **TITLE I:** All schools in Aldine ISD have school-wide Title I programs. All teachers and students may benefit from the program funds with an emphasis being given to those students needing instructional assistance in language arts, mathematics, science, or social studies. The purpose of the Title I, Part A program is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state performance standards developed for all children.
- C. **SNAPP Program:** SNAPP (Students Need a Pat and a Push) is a program designed to increase graduation rates for at-risk students. Through early identification, the SNAPP program can reinforce successful and appropriate behavior. Students will be provided support through individual, group, and peer counseling.
- D. **VISA Program:** VISA (Volunteers In Schools in Aldine) is a program designed to involve parents in school.
- E. **Gifted/Talented Program/Encounters:** For students who have been identified as having specific academic aptitude in mathematics, language arts, social studies and/or science are provided special instruction. The lessons are differentiated and individualized.
- F. **Honors Program (Secondary):** For the above average student who will be challenged and who is willing to work hard to achieve his/her objective.
- G. **Advanced Placement Courses:** These courses are offered for students who wish to pursue college level studies while in high school.
- H. **Dual Credit:** These courses are offered for students through Lone Star College for students to earn college credit in high school.
- I. **Dyslexia:** At any time that a student continues to struggle with one or more components of reading, the individual school will collect additional information about the student. Schools will use this information to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. A 504 committee determines the identification of dyslexia after reviewing all accumulated data including a formal assessment. Students with dyslexia will be placed in Aldine's Multisensory Academic Program for dyslexia intervention. Students will attend intervention in accordance with Tier III/RtI recommendations and progress monitoring will occur weekly. Upon completion of the dyslexia intervention program, students will be placed on monitor status. Students who have been exited from dyslexia intervention will be monitored every six weeks for the first year and every semester thereafter through grade 12. Annual 504 meetings will occur between November and December each school year to ensure that proper accommodation plans are in place to meet each individual dyslexic student's needs.

### XXXIII. TRANSITIONAL INFORMATION FROM MIDDLE SCHOOL TO 9<sup>th</sup> GRADE CAMPUS

The following items are to be furnished to the receiving high school before the beginning of the next school year.

- A. Middle school permanent record cards.  
Labels for all assessments affixed to middle school permanent record card.
- B. The following lists of students are required:
  - 1. Promoted students
  - 2. Special education program (e.g., life skills, resource, inclusion)
  - 3. ESL
  - 4. G/T (specify math, language arts, social studies, or science)
  - 5. Placed
  - 6. Retained
  - 7. Foreign language credit (second year students only)
  - 8. Algebra I/Geometry
  - 9. Accelerated list by subject area
  - 10. List of personal graduation plan students
  - 11. STAAR Failures
- C. Folders  
Cumulative  
G/T  
LPAC  
504  
Special Education Eligibility Folder  
Dyslexia  
PGP  
Discipline  
RtI/EIT (Early Intervention Team) documentation and folder  
SSI Folders  
Other pertinent folders
- D. By the end of the school year any changes in an eighth grade student's status will be communicated in writing to the ninth grade campus.

### XXXIV. TRANSITIONAL INFORMATION FROM 9<sup>TH</sup> GRADE CAMPUS TO HIGH SCHOOL

- A. Final 9<sup>th</sup> grade transcripts in binder  
Send updated AAR after completion of summer school  
Labels for all assessments affixed to middle school permanent record card.
- B. 4 Year Plans/Graduation Plans

- C. Folders
  - Cumulative
  - G/T
  - LPAC
  - 504
  - Special Education Eligibility Folder
  - Dyslexia
  - PGP
  - Discipline
  - RtI/EIT (Early Intervention Team) documentation and folder
  - No show folders are to be returned to last campus of attendance (including special education)
  - Other pertinent folders
- D. Student lists
  - Personal Graduation Plan Students
  - STAAR EOC failures
  - Other pertinent lists
- E. By the end of the school year any changes in a ninth grade student's status will be communicated in writing to the high school campus.

#### XXXV. STUDENT TRANSFER

Students transferring from one school to another within the Aldine district will have permanent records sent to the receiving school.

#### XXXVI. ENROLLMENT OF STUDENTS

Students who have been home schooled or from non-accredited (private) schools.

To determine grade placement for these students, a school committee will use a variety of methods. These methods may include standardized tests, benchmark tests, released TAKS test, student portfolios, etc.

#### XXXVII. AWARDS

- A. Those who have missed no days for the school year (perfect attendance); and
- B. Additional awards may be given to other outstanding students at the discretion of the principal.

#### XXXVIII. HONOR ROLL/MERIT ROLL

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

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

Students receiving all A's and 3 or more B's will be placed on the Merit Roll.

XXXIX. ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

I. Check all extra-curricular students' grades at the end of the 1<sup>st</sup> six weeks:

- August 27.....start school
- October 5.....six-week eligibility check
- October 12.....loss/gain eligibility (end of the school day)

II. Check all extra-curricular student' grades at the end of each nine week grading period:

a. If passing, check again at the end of each nine week grading period:

- October 26.....nine-week grading period ends
- January 18.....nine-week grading period ends
- March 28.....nine-week grading period ends
- June 6 .....nine-week grading period ends

b. If failing, at nine-week grading period, check grades each three weeks until student is passing all classes (see schedule below):

CHECK DATES

ELIGIBILITY DATES

October 5	October 12 (Loss)
October 26	November 2 (Gain/Loss)
November 16	December 3 (Gain)
December 14	December 21 (Gain)
January 17	January 24 (Loss/Gain)
February 8	February 15 (Gain)
March 1	March 8 (Gain)
March 28	April 4 (Loss/Gain)
April 19	April 26 (Gain)
May 10	May 17 (Gain)
June 6	

\*TEST Dates-October 22-25; November 13-16; March 4-7; April 1-4; April 22- 25; May 6-17

\*All students are eligible November 16<sup>th</sup> – 24<sup>th</sup>  
(All students lose eligibility gained during Thanksgiving Break Nov. 26<sup>th</sup>)

\*All students are eligible Dec. 21<sup>st</sup> – Jan 5<sup>th</sup>)  
(All students lose eligibility gained during Winter Break Jan. 7<sup>th</sup>)

\*All students are eligible March 8<sup>th</sup>-March 16<sup>th</sup>  
(\*All students lose eligibility gained during Spring Break March 18<sup>th</sup>)

XL. AED EQUIPMENT

Campuses need to provide sponsors to supervise groups after school to be trained so they are able to use AED equipment if and when needed.

## SECTION SEVENTEEN: LANE SCHOOL

### I. LANE SCHOOL

Lane School is a separate campus within the continuum of services provided to students with disabilities in Aldine ISD. Lane School provides services for students with severe disabilities whom an Admission, Review and Dismissal (ARD) committee has determined requires the restrictive placement of a separate campus. Lane School serves students with severe disabilities who have demonstrated limited progress through Carolina FACES (Personal Health) and/or TEKS curriculum and also exhibit medical issues that cannot be accommodated on a general campus. The instruction at Lane School is more therapeutic in nature and the student focus is on sensory motor with exposure to the TEKS curriculum through awareness activities and the vertical framework provided by the Texas Education Agency (TEA). The student may have regression of functional academic skills and/or exhibit a degeneration of certain disorders.

### II. TRANSITION SERVICES CENTER AT LANE SCHOOL

The Transition Services Center (TSC) at Lane School is for students 18 to 22 years of age with significant cognitive impairments. The students receive on-the-job training at various job training sites in the Aldine community and also receive training in a variety of areas through job simulation at the Transition Services Center. Students also participate in other areas of instruction/training while at the TSC such as physical fitness, computers, kitchen/family living, ceramics, social skills etc. The Prevocational Center is the final step for students to prepare them for independent living to the maximum extent possible.

### III. GAP PROGRAM at Lane School

Gaining Appropriate Performance (GAP) Center is also one of the program components of Lane School. GAP Center is a therapeutic placement designed to provide students with the condition of emotional disturbance, intensive behavior modification. Placement at GAP Center is part of the continuum of placement when an ARD has determined all other less restrictive placements have been tried and the student requires the restrictive placement of a separate campus. The goal of GAP Center is to teach the students the necessary behavioral and coping skills in order to be able to return to the GAP class located on the student's general education campus.

GAP Center at Lane School also has a DAEP for students with the condition of emotional disturbance that an MDR ARD has determined the student's disability did not substantially cause the behavior OR the behavior was determined to be one of the three offenses allowed by TEA to result in up to 45 day placement in a DAEP even if the MDR ARD determined the disability did substantially cause the behavior. The assistant superintendent of administration is involved with campuses regarding placement in this program.

## SECTION EIGHTEEN: HALL CENTER FOR EDUCATION

### I. HALL CENTER FOR EDUCATION

Hall Center for Education provides an alternative time schedule for students who choose to attend school during alternative hours (9:00am – 5:00 pm) rather than during the traditional school day. Students who work or who are faced with life situations which make it difficult to attend a traditional school may benefit from the streamlined program offered at Hall. Students may graduate with the minimum program diploma or the recommended seal.

Hall is a school of choice designed to appeal to the young adults who will choose to manage their own conduct, maintain good attendance, and focus on completing all state requirements for graduation. The instructional design is planned to allow for acceleration of credit acquisition and provide for credit recovery. Although this school is not an alternative campus where students are assigned for disciplinary reasons, a student may choose to attend Hall and benefit from smaller classes in a new environment.

Students must be 16 years old and have completed at least one semester in the ninth grade. A referral application must be completed by a counselor or administrator at the sending high school campus.

## SECTION NINETEEN: ATHLETIC POLICIES

### I. ATHLETICS

#### A. The Coach and the School Staff

Coaches assigned to a school will consider themselves a regular member of the faculty of the school and will be expected to attend faculty meetings, in-service meetings, etc. unless excused by the principal. Coaches will be expected to carry their share of faculty assignments. Coaches with classroom assignments will be responsible to the principal with respect to that phase of their work and their general professional behavior. The professional behavior of the coach and the coaching evaluation will be the responsibility of the head coach and the director of athletics. When recommending continuance of contract for an employee with a dual assignment (coaching and teaching), the recommendation of both the director of athletics and the principal will constitute the basis of the superintendent's recommendation to the Board.

#### B. UIL Requirements and Responsibilities

Each school is assigned to a district by the University Interscholastic League according to population of geographic location. Each district meets and selects its officers for its District Executive Committee, whose duties are defined in **Constitution and Contest Rules of the University Interscholastic League**. The responsibilities of the athletic program of the UIL are:

1. To assist in organizing and conducting inter-school athletic contests.
2. To devise and prepare eligibility rules that will equalize competition.
3. To help the school make athletics an integral part of the educational program.
4. To preserve the game for the contestant and not sacrifice the contestant to the game.
5. To promote the spirit of sportsmanship and fair play in every contest.

#### C. Athletic Schedule

All **varsity district schedules** are arranged at a district meeting by the director of athletics, principals, and head coaches of the schools involved. **Varsity non-district** and all **non-varsity** games (i.e., junior varsity, sophomore, and freshman) are arranged by the director of athletics after considering the recommendation of the principal and head coach. Middle school schedules are arranged by the director of athletics with approval of the principal.

All schedules are to have approval of the building principal and the director of athletics prior to release for circulation.

#### D. Requisition of Athletic Equipment

1. Head coaches of every sport inventory their equipment at the conclusion of each season.
2. Coaches request equipment needed.

3. Tabulation of equipment needs from all schools is totaled, with total equipment budget presented for approval.
4. Bids are mailed to athletic equipment bidders.
5. After bids are received, head coaches for each sport receive a complete price list of all equipment bids to select equipment according to bids/or specifications.
6. Head coach submits requisitions to director of athletics for approval and purchase.

E. Ticket Sales to Athletic Events

The director of athletics is responsible for distribution of season passes and for all ticket sales: pre-game, and gate tickets. A report is made to the business office of all ticket sales.

F. Athletic District Dues

The UIL fee is based on the high schools' assignment to football and basketball conferences; middle and elementary schools are requested to pay a fixed fee. These fees are paid at the beginning of the school year from the athletic budget.

The district fees are fixed by the District Executive Committee and are paid by the school district from the athletic budget. These fees are due not later than October 1st.

G. Student and Athletic Insurance

The student insurance, both 24-hour and at school coverage, will be offered throughout the schools, but none of the cost is to be paid by the district. All students who participate in interscholastic sports are required to have student insurance, either personal insurance coverage or student insurance purchased through the school. The district will pay an additional premium on tenth, eleventh, and twelfth grade football players who purchase insurance through the school. Catastrophic student accident coverage will be purchased by the district for all students participating in interscholastic athletic activities. The district does not assume liability for medical expenses in connection with student or athletic injuries other than the amount covered by the insurance company.

H. Participation

The athletic program is well-rounded, offering sound and interesting sports for all students. Participation in any or all sports is voluntary on the part of a student. Each student will be allowed to participate in any sport he/she desires, provided he/she complies with all rules both local and league. Students who are capable, mentally and physically, will be encouraged to participate in more than one sport.

Each team member will be given the opportunity to participate, with the amount of playing time to be determined by the coaches, based on skills, attitude, desire, effort and the needs of the team. Athletes are assigned to one of the squads operating in the sport. They may be moved from one squad to another by the head coach. No boy/girl can participate on a freshman squad who is not eligible for four (4) years competition under League Rules. He/she must be assigned to a higher squad. Seniors (last year of eligibility) must be assigned to the varsity squad.

Magnet school attendees who wish to participate in athletics at their home school should contact the central athletic office for current guidelines and necessary paperwork. The



athlete and parent must meet with the magnet principal for approval before competition begins.

For the athletes who are not participating in other sports, a complete off-season program will be maintained throughout the school year.

Any athlete who quits a team or is dropped from the team will not be permitted to work out with another team until after the close of the season of the sport which was left. This athlete will forfeit his/her award in the sport he/she left.

## II. AWARDS AND LETTERS

### Athletic

"Limitation of awards: no member school of this league (UIL) will be permitted to issue (and no pupil will be permitted to receive) awards for participation in inter-school competition in excess of \$70.00 (or the equivalent in value) during his high school enrollment in the same high school; except that additional symbolic awards not to exceed \$10.00 each may be presented for each additional inter-school activity."

## III. AWARD RULE RECOMMENDATIONS

Major awards will be made in the first year earned. In case of injury while participating during season, the decision should be left to the coaches in regard to his award. Any letterman, to be eligible for an award, must complete the season in the sport involved.

### A. Football

Must participate in 16 quarters to receive varsity award.

### B. Track, Tennis, and Swimming

Must participate at the varsity level and place first, second or third in a major meet or place in a district meet.

(Swimming-Place in top 6 in the district meet individually or on a relay team.)

### C. Baseball, Softball, Volleyball, Soccer, and Basketball

Must play in one-half of the season games; one-half of which must be in-district play.

### D. Golf

1. Team member must play in one-half of the year's tournaments.
2. Team member must play on the first team in a district meet.  
Must meet both requirements.

### E. Cross Country

Person must place in top 25% in district meet, or must accumulate 2 1/2 points multiplied by the number of meets on schedule. Points are awarded on basis of athlete's position on his team with highest finisher awarded 7 points, 6 points, 5 points, 4 points, 3 points, 2 points, 1 point. To letter on accumulative point total, you must have 5 or more runners on a team.

F. Cheerleaders

1. There will be a maximum of twelve (12) varsity cheerleaders, six (6) junior varsity cheerleaders, six (6) sophomore cheerleaders, and six (6) freshman cheerleaders.
2. Award to be made in the first year earned.

G. Trainers/Managers

Must have worked in a trainer/manager capacity for at least 2 years.

NOTE: A student must complete season in that sport before he/she is eligible for any award and is in good standing. The head coach will make recommendation on awards for any student who has met requirements above or extenuating circumstances that may occur. When requisitioning awards, it must include boy's/girl's name and award he/she is to receive as soon as the season is over.  
**Coaches Award:** There will be no award for coaches, such as blankets, jackets, etc.

IV. TYPES OF AWARDS PRESENTED

A. Varsity Awards

<u>Award</u>	<u>Eligible</u>
1. Jacket	a. Freshman, Sophomore, Junior, Senior b. The first time to letter in a sport. c. ONLY ONE JACKET IN HIGH SCHOOL CAREER.
2. Letter	a. Eligible participant who already has a jacket
3. Plaque	a. Senior who already has a jacket in any sport.
4. Foil Certificates	a. Freshman, Sophomore, Junior

B. Sub-Varsity Awards

Framed Certificates - designating sport and level  
(Middle School, Freshman, Sophomore – paper certificates)  
(Junior Varsity – Foil Certificates)

C. Cords for Graduation

Graduating seniors who have participated on one or more teams or have been a student trainer for four years in Aldine high schools will be awarded a cord to wear for graduation.

NOTE: A student must fulfill this four year commitment and be in good standing as a student trainer or student athlete in Aldine high schools in order to be eligible to receive a cord.

## SECTION TWENTY: CAREER AND TECHNICAL EDUCATION

### I. STUDENT SUPERVISION

- A. Students are not allowed to be in a lab where there is potential danger to the student when the assigned teacher is not present. The teacher is responsible for the supervision of the students at all times.
- B. Career preparation students who are unemployed must remain on campus unless they have an interview that has been confirmed by their teacher. Career Preparation coordinators should be assigned on a rotating basis to supervise these students during the afternoon.
- C. Agriculture Science teachers and Career Preparation coordinators are expected to visit the training station(s) or project(s) once each grading term. The reports are to be kept on file by the teachers.
- D. Safety rules will be enforced at all times. This includes the wearing of eye protective devices when performing or observing experiences which may cause eye injury. Classroom visitors must be offered safety devices upon entry into the labs when observing lab experiments.
- E. Teachers will give instructions on the safe use of tools and equipment in the laboratory before student use. This instruction will be followed by an assessment that covers all safety rules. Students will not be allowed to use the tools or equipment until they have scored 100% on the safety assessment. Copies of the assessment will be kept on file by the teachers. Students entering the class late will meet the same requirements.
- F. A Hazardous Communication Act Notebook must be kept in the lab and must contain all hazardous material/chemical data sheets used in the lab. The teacher must make students aware of the (MSDS) Material Safety Data Sheets and how to use them. The teacher must continually update the Hazardous Communication Act MSDS Notebook. Also, a copy of all MSD sheets should be kept on file in the campus administrative office. When a new hazardous chemical is introduced into the lab, all students will receive training before using this chemical.

### II. CAREER AND TECHNICAL EDUCATION REPORTS AND POLICIES

- A. Career and Technical Education classes will be organized and administered according to the State Board of Education Rules for Curriculum (Principles, Standards, and Procedures for Accreditation of School Districts).
- B. The district curriculum guide is aligned with all Texas Essential Knowledge and Skills and will be followed by all teachers.
- C. The teacher, counselors, program directors, training specialist, and director of career and technical education will continue to keep state and local reports pertaining to class organizations, training plans, program of study, and follow-up reports.
- D. The campus will provide career assessment and career planning information to aid parents and students in developing their career goals.
- E. The campus will develop a program of study for each student in order to obtain their education goals.

### III. TRAVEL FOR CAREER AND TECHNICAL EDUCATION PERSONNEL

#### A. Per Diem

Each employee who travels for approved purposes will be allowed a hotel rate up to the district allowable rate plus taxes for double and single occupancy.

Single occupancy will be paid only when no other Aldine employee is available to share the room. A hotel receipt must be furnished; otherwise the allowable hotel rate will be reduced to the meal rates only. Reimbursement will be based on double occupancy and/or actual cost of lodging when employees in the district are traveling to the same conference, workshop, etc. Partial meal rate is allowable without an overnight stay if the employee is away from the designated school building for at least six consecutive hours. Receipts are not required for reimbursement for meals.

Meals will be reimbursed at the following rates:

\$36.00 per day and partial days will be reimbursed at \$8.00 for breakfast, \$12 for lunch, and \$16 for dinner. Receipts will not be required for meals for employees traveling.

In order to claim breakfast, the employee must leave before 6:00 a.m. and in order to receive dinner, employee's arrival time back to the district must occur after 8:00 p.m.

Breakfast	\$ 8.00
Lunch	\$12.00
Dinner	\$16.00

#### B. Mileage

Career and Technical Education teachers will be reimbursed for use of their personal car at the current approved rate.

When groups of two or more are attending the same event, teachers are expected to ride together. Toll road and parking charges are not reimbursable when students are not directly involved.

#### C. Travel Reports

Monthly travel report reimbursement forms must be signed by the teacher and principal. The completed monthly travel report forms are due in the Career and Technical Education office by noon on the second Tuesday of each month.

#### D. Advance Travel

All advance travel requests must be turned in to the Career and Technical Education office at least five weeks prior to the event.

Workshop/conference requests must be submitted five weeks prior to the event. The advance travel request may accompany the workshop/conference request. These forms must be signed by the principal and the teacher.

### IV. COMPETITIVE EVENTS

A. All students competing must meet the UIL and Student Organization eligibility requirements.

B. A Student Contest Travel (Before Contest) form must be filled out and turned in to the Career and Technical Education office prior to attending any competition/conference. This form must be filled out and turned in whether or not advance travel is requested.

- C. Area, District, and Regional Contests/Meets
1. CTE will fund students whose attendance is required for on-site competition (s).
  2. Career and Technical Education will fund contest expenses for the CTSO sponsor to take qualifying projects.
  3. CTE will not pay for project entry fees, officers, delegates, any non-competing students, or associate level events.
  4. The student meal allowance for Area/Regional/District contest is \$7.00 per meal. (Houston area)
- D. State and Nationals
1. Only those students whose presence is required to compete in an on-site competition may attend. Students displaying projects only may not attend.
  2. CTE will not pay for project entry fees, officers, delegates or any non-competing students.
- E. The Career and Technical Education department will pay for a sponsor to accompany their student who is a state or national officer.
- F. The student's campus chapter is responsible for paying all expenses for students running for state or national office.
- G. The teacher is ultimately responsible for all students who attend contest.
- H. District transportation (buses) must be used.
- I. Direct billing (purchase order numbers, PO's) should be used when possible.
- J. All reimbursement forms are due to the CTE Office immediately upon returning from the contest. Hotel Receipts, Meal Receipts, Registration Receipts, signed Contest Meal Money forms, and a completed Board Report must accompany the Student Contest Travel (After Contest) Form.
- K. Prior approval from CTE Program Director is required to attend.
- L. Prior approval is required to obtain financial support for non-affiliated state and national competitions. *Example: First Robotics, Crime Fighters of America, Fashion Club.* Refer to CTE website for approved student organizations

Teachers must keep meal receipts for their records in case of an audit.

- M. Chaperones must be district-employed personnel only. They must be approved by the Career and Technical Education office and the building principal. Chaperones approved by both the campus principal and the Career and Technical Education office will be supported by the Career and Technical Education office. Parents will be responsible for their own expenses. Number of sponsors accompanying students will be determined on a 1 to 10 ratio.

V. CAREER AND TECHNICAL EDUCATION BUDGET

Requisitions are to be completed using the CTE electronic requisition form and emailed to the program director and department chairperson and/or campus principal.

## VI. COMPLETER AND FOLLOW-UP REPORT

Completer and Follow-up information will be monitored through the CTE Department. The CTE office will annually survey graduate CTE students from the previous year to obtain educational and employment status and evaluation of Aldine ISD CTE programs.

## VII. ADVISORY COMMITTEES/ADVISORY COUNCIL

- A. Each Aldine ISD program area will have an advisory committee. Each teacher is expected to be a part of this committee. The teachers are to provide members from business, industry, and a student/former student for this committee. These committees will meet as necessary for the evaluation and/or improvement of the program area together with business/industry.
- B. The Career and Technical Education Advisory Council shall be composed of representatives of the general public, business, industry, one member knowledgeable about students who are at-risk, two CTE parents of current students, a student/former student, and at least one representative from each Career and Technical Education program of study offered in the school district.

## VIII. ROAD TESTING AUTOMOBILES

- A. Students will not road test automobiles.
- B. When a road test is necessary, it will be done by the instructor. However, students will not be allowed to remain in the lab unsupervised.

## IX. CUSTOM BILLING/ACCOUNTING PROCEDURES

- A. A service ticket will be written on each job.
- B. Trade and industrial education labs will charge retail price for all parts plus a \$20.00 supply charge.
- C. Work orders will be started when the job is accepted. List name, address, and telephone number of patron. (Be sure patron reads statement at bottom of work order and understands cost procedure.) Each work order will be numbered in sequence with certain numbers being assigned to each lab within a building. The customer is responsible for purchasing necessary parts for job to be completed.
- D. All money received will be receipted and receipts and work order amounts will balance. (Principals may elect to receive all moneys in the office, or let the teacher make actual collection). All work orders, invoices, and receipts will be turned in to the principal at the end of each month for audit.

## X. LAB PROJECTS

- A. The instructional-related projects are designed to give the students a variety of activities and will be given first priority. Personal projects must be limited and individual projects will carry a secondary priority. Priority must be assigned jointly between the director and program directors of career and technical education and the building principal.
- B. When a group project takes the class off campus, a project plan must be prepared by the lab instructor and approved by the building principal.
- C. A lab fee may be required for personal projects completed by the students in the laboratory.

## XI. INVENTORY

- A. Teachers will maintain an electronic inventory.
- B. Inventory will be checked before the beginning and end of each school year.
- C. Tools and equipment must have the proper state/federal label attached for accounting purposes.
- D. An inventory will be turned in to the department chairs and the CTE Office before the end of school each year.
- E. Tools and equipment should only be used for the purpose they were purchased for.

## XII. LETTER JACKETS FOR CAREER AND TECHNICAL EDUCATION STUDENTS

The Career and Technical Education department will award students letters and/or letter jackets. Student organization sponsors may not order a club jacket that is similar to the high school letter jacket. A copy of the procedures for students receiving a letter or letter jacket may be obtained from the director of career and technical education's office. Eligible students must have a Letter Jacket Awards form completed by the requesting teacher.

- A. CTE students who place first or second at state or qualify for national competition leading from district to national and earn points in leadership, membership, community service, and academics will receive a letter jacket.
- B. Students who participate in the Junior Reserve Officer Training corps will earn a letter jacket according to the following point system: Officer, Leadership training, Competitions (JROTC competitions specific to military branch), Community Service, or other school related activities.

The CTE Department will purchase National Technical Honor Society cords for graduating seniors who meet the following established criteria. Students must: (1) attend a majority of the scheduled meetings; (2) complete a senior cord application; (3) maintain good standing in CTE student organization; (4) have an overall 3.0 GPA or higher; (5) maintain good attendance and discipline; (6) have leadership and community service.

## SECTION TWENTY-ONE: MAGNET SCHOOL PROGRAMS

### I. SELECTION AND ADMISSION

#### A. Definitions

1. Magnet schools and magnet programs are schools and programs that offer a specialized curriculum with the purpose of magnet schools/programs to provide educational choice to parents and students in the offering of innovative programming in diverse learning environments.
2. District wide magnet schools/programs offer seats to students from all areas of the school district through a random lottery selection process.
3. Zoned magnet schools/programs fill some of their seats with students from the designated mandatory attendance zone and offer the balance of their seats to students from all areas of the district through a random lottery selection process.

##### a. Elementary Magnet Programs

1. Kujawa EC/PK Center (PK) – International Baccalaureate Primary Years Programme
2. Kujawa Elementary (K-4) – International Baccalaureate Primary Years Programme
3. Anderson Academy (1-3) – Montessori, Direct Instruction (1-2), & Fine Arts
4. Bethune Academy (3-4) – Math, Science, and Fine Arts
5. Carter Academy (K-4) – Performing and Visual Arts
6. Raymond Academy (K-4) – Engineering
7. Reece Academy (PS-K) – Montessori, Direct Instruction, and Fine Arts

##### b. Intermediate Magnet Programs

1. Houston Academy (5-6) – Math, Science, & Fine Arts
2. Reed Academy (5-6) – Engineering
3. Wilson Intermediate (5-6) – International Baccalaureate Middle Years Programme

##### c. Middle School Magnet Programs

1. Drew Academy (7-8) – Math, Science, & Fine Arts
2. Grantham Academy (7-8) – Engineering
3. Hoffman Middle (7-8) – International Baccalaureate Middle Years Programme



4. Shotwell Middle (7-8) – International Baccalaureate Middle Years Programme
- d. High School Magnet Programs
1. Carver Magnet High School (9-12) - Engineering, Applied Technologies and the Arts
  2. Eisenhower 9<sup>th</sup> (9) – International Baccalaureate Middle Years Programme
  3. Eisenhower High School (10-12) – International Baccalaureate Diploma Programme
4. The thematic magnet programs at Carver High School serve an entire school and encompass an entire campus.
  5. The applicant pool for the magnet lottery is determined by interest as demonstrated by the submission of an application indicating a choice of up to three distinct magnet schools/programs.
    - a. Carver High School does not screen applicants or determine admissions by the use of special admissions tests, by reference to test scores, academic records, attendance or discipline records, or by use of teacher recommendations or parent letters.
    - b. Eisenhower High school does screen applications to determine admission, by reference to test scores, academic records, and by teacher recommendations.

**B. Operating Principles**

1. Magnet schools and programs are open to all students who reside in the Aldine school district.
2. Applicants will be admitted to magnets consistent with space, class size limits and procedural guidelines set forth by the district.
3. A magnet contract will be signed annually by the student, parent, and school administrative representative for all students accepted into the magnet program.
4. All students entering the magnet program are expected to comply with the provisions of the magnet school contract, which the schools, parents and the students sign annually.
5. Once a student attends a magnet school it is not necessary for that student to reapply to attend that magnet school the following year. The student must return a completed letter of intent by the due date to be automatically assigned to that magnet school or the feeder school for the following year.
6. A student who withdraws from a magnet school/program must reapply for admission.
7. Magnet-to-magnet transfers do not occur outside of the application process.

8. Students may voluntarily apply to transfer out of the magnet program at any time. However, the staff will encourage parents to transfer students at the end of the semester only.
9. Discipline policies, including standards and penalties, will be the same for magnets as for other schools in the district.
  - a. Lottery students, parents, and schools are required to adhere to the magnet contract guidelines.
  - b. A lottery student removed from a magnet school due to disciplinary infractions, placed in the Alternative Education Program (COMPASS) may be returned to their traditional school for one complete semester. After exhibiting satisfactory conduct for one semester at their attendance zone school, the student may re-apply for placement in a magnet school.
  - c. Standard application procedures will apply.

C. Application Procedure

1. The magnet application and admission procedure for all magnets is managed system wide by the director of magnet schools, which is responsible to the superintendent or his/her designee for the proper operation of these procedures.
2. The application procedure for magnets is centrally administered in accordance with these policies, and will be managed by the superintendent or his/her designee so that all magnets operate consistent with these procedures.
3. Information is distributed and notices posted so that students and families may learn of magnet opportunities, the application procedures and deadlines related to the process.
4. All magnets operate on a common application timeline and use application forms.
5. Application forms are available at all schools in the district and the Magnet Office from the beginning of the recruitment period until the next recruitment cycle (starting in November). The application is also on the Aldine website at [www.aldine.k12.tx.us](http://www.aldine.k12.tx.us)
6. As part of the application process, leadership teams within magnet schools invite interested parents and students to visit their school, meet magnet parents and students to explain their programs, and recruit at designated campuses.
7. Special efforts are to be made to publicize the magnets and the application process to families who reside in the district but whose children do not attend district schools. District wide recruitment is ongoing through the Magnet Office.
8. Application forms and related information are made available in languages appropriate to the families of the school district.
9. Completed applications must be received in the Magnet Office or postmarked on or before the last day in January to be eligible for the 1<sup>st</sup> magnet lottery held the first Saturday in March. Applications not received by the deadline will not be

considered for the subsequent lottery. Applications received after the first deadline will be eligible for the second lottery held the last Saturday in April.

10. Magnet schools are open to special education and limited English-speaking students unless the applicant's individualized education plan or language placement includes services beyond those available at the assigned magnet.

D. Admission Procedure

1. Admissions are determined by use of a lottery process that is objective and equitable, and in accordance with the guidelines described below.
  - a. Before seats are made available at the lottery, the number of available seats in each magnet and in each grade will be calculated, reflecting school capacity and class size standards.
  - b. All student seat assignments are randomly selected through a lottery process held the first Saturday in March.
  - c. Available seats will be filled in the lowest grade first, then the next higher and so on, with the highest grade in each school or program filled last.
  - d. Students not assigned to their first, second or third choice in the first lottery will remain in the applicant pool and be eligible for the second and third lottery.
  - e. Students selected through the lottery will be contacted by phone by individual magnet schools. Confirmation of acceptance for random seat assignments to a program school/program will be mailed within 10 days of the lottery and must be returned to the Magnet Office by the deadline.
  - f. Acceptance confirmation letters that are not returned to the magnet office by the deadline will result in a forfeit of the seat assignment.
  - g. A second lottery in April will be conducted as a result of unaccepted seat assignments and student attrition.
  - h. Students remaining in the application pool will automatically be eligible for the second lottery.
  - i. New applications submitted by the second deadline will be eligible for the second lottery.
  - j. Applications are accepted until June 30. Applications submitted after the second lottery will be placed in the application pool with the remaining of the other applicants for the third and final lottery.
2. Pre-kindergarten admissions include all of the preceding guidelines and are subject to the district's magnet admissions process, as well as state guidelines.
  - a. State guidelines include placement in free PK programs based on income or language entrance requirements.

- b. District admission includes thirty-six seats available each year for applicants that do not meet the guidelines for the free PK program.

E. Magnet School Transportation

- 1. Eligible students assigned to magnet schools through the lottery process and residing within the Aldine Independent School District are provided bus transportation to the assigned magnet school with some revisions.
- 2. Eligible magnet students that relocate within the district attendance boundaries will be provided transportation to the assigned magnet school from the new residence with some revisions. Address changes or lottery assignments occurring after the start of school will take three days for a student to be placed on a route.

## SECTION TWENTY-TWO: PERFORMING AND VISUAL ARTS EDUCATION

### I. ELEMENTARY MUSIC

- A. Kindergarten through fifth grade general music curriculum will consist of Kodaly-centered repertoire that emphasizes ear training, sight-singing, rhythm reading, movement, and multi-cultural folk songs. Orff instruments are used to accompany singing and to reinforce all Kodaly-centered objectives. Students should have ample space in the music room to perform singing games, folk dances, and play Orff instruments in order to satisfy all the K-5 music TEKS.
- B. School choir groups are encouraged. Musical programs are given throughout the school term. Musical programs should be performed by one grade level at a time. For example, 3<sup>rd</sup> grade may perform in November, 4<sup>th</sup> grade in December, 2<sup>nd</sup> grade in February, and 1<sup>st</sup> grade in May.
- C. All K-5 elementary students should have an opportunity to take general music class. Students should be offered a minimum of 1 music class per week.

### II. ELEMENTARY DISTRICT HONOR CHOIR

- A. Students are auditioned from each elementary school through school and district auditions at the beginning of each school year. Students are selected from a panel consisting of music teachers, Honor Choir directors, and the program director of elementary performing arts.
- B. Students' parents must provide their own child's transportation to and from rehearsals and concerts.
- C. Honor choir students are responsible for providing their own uniform and supply fees.
- D. Students in the honor choir will rehearse once a week for 120 minutes. Concerts will be conducted at various times during the school year.

### III. ELEMENTARY MAGNET STRINGS

- A. Curriculum in grades K – 4 will be based upon the “Suzuki” method. Traditional note and rhythm reading will be introduced and reinforced.
- B. Curriculum in grade 5 will be Suzuki-centered methods combined with traditional note and rhythm reading.
- C. Students who are currently enrolled in an instrumental, strings or band, class in Aldine ISD pay an instrument usage fee each school year for the use of an Aldine ISD owned instrument. The instrument usage fee is only offered to currently enrolled instrumental students.

Students in Aldine ISD that are not enrolled in an Aldine ISD strings or band class may not use an Aldine ISD instrument or pay an instrument usage fee for the use of an Aldine ISD owned instrument.

### IV. ELEMENTARY MAGNET DANCE

- A. Curriculum will include the elements of ballet, tap, jazz, and modern dance.
- B. Students are expected to purchase appropriate attire for dance class.

V. ELEMENTARY MAGNET CREATIVE DRAMA

- A. Curriculum will include storytelling, improvisation, rhythmic, and interpretative movement, puppetry, and pantomime.
- B. Curriculum will include voice expression and voice projection.

VI. BEGINNER BAND AND CHOIR

- A. Beginner band and choir starts in the sixth grade.
- B. Secondary students of any grade level may be allowed to begin band/choir if scheduling and instruction are commensurate. Note: It is not feasible nor is it normal practice to start beginning band students in mid year.
- C. Students may be required to purchase the prescribed method book.
- D. Beginning band and choir students in the sixth grade may participate in solo/ensemble contest and one festival during the school year with the approval of their teacher, principal, and director of secondary performing arts education.

VII. CONTESTS AND FESTIVALS

In order to compete, students must be eligible according to all TEA/U.I.L. rules.

A. Bands

1. High School

- a. The organization's participation in UIL Marching, Solo and Ensemble, and Concert and Sightreading contests is required. Any director considering not participating in any or all of these events must have approval of the principal and the director of secondary performing arts.
- b. Outstanding band students will be encouraged to compete in All-District, All-Regional, All-Area and All-State Texas Music Educator's Association (TMEA) activities.

2. Middle School

- a. The organization's participation in UIL Concert and Sightreading, and the AISD Solo and Ensemble contests is required. Any director considering not participating in either of these events must have approval of the principal and the director of secondary performing arts.
- b. Outstanding band students will be encouraged to compete in All-District and All-Region Texas Music Educator's Association (TMEA) activities.

B. Choirs

1. High School

- a. The organization's participation in UIL Solo and Ensemble, and Concert and Sightreading contests is required. Any director considering not participating in either of these events must have approval of the principal and the director of secondary performing arts.

- b. Outstanding choral students will be encouraged to compete in All-District, All-Regional, All-Area and All-State Texas Music Educator's Association (TMEA) activities.
  - 2. Middle School
    - a. The organization's participation in UIL Concert and Sightreading, and the AISD Solo and Ensemble contests is required. Any director considering not participating in either of these events must have approval of the principal and the director of secondary performing arts.
    - b. Outstanding choral students will be encouraged to compete in All-District and All-Regional Texas Music Educator's Association (TMEA) activities.
- C. Orchestras
- 1. High School
    - a. The organization's participation in UIL Solo and Ensemble, and Concert and Sightreading contests is required. Any director considering not participating in either of these events must have approval of the principal and the director of secondary performing arts.
    - b. Outstanding orchestra students will be encouraged to compete in All-District, All-Regional, All-Area and All-State Texas Music Educator's Association (TMEA) activities.
  - 2. Middle School
    - a. The organization's participation in UIL Concert and Sightreading, and the AISD Solo and Ensemble contests is required. Any director considering not participating in either of these events must have approval of the principal and the director of secondary performing arts.
    - b. Outstanding orchestra students will be encouraged to compete in All-District and All-Regional Texas Music Educator's Association (TMEA) activities.

## VIII. APPROPRIATIONS FOR CONTEST FEES

- A. UIL and TMEA entry fees will be paid from district performing arts funds.
- B. Entry fees of all performing arts students competing in district, regional, area, or state contests will be paid from district performing arts funds. Travel costs and meals or money for meals (not to exceed \$12.00 per meal) will be provided by the performing arts department only at the regional level or higher, if needed.

## IX. PARTICIPATION DURING FOOTBALL GAMES

- A. High school bands will provide instrumental music and marching entertainment for every in-district football game on the varsity schedule.
- B. Middle school bands will provide instrumental music for two off-campus football games but will refrain from marching.

X. BAND UNIFORMS

A. Middle School and High School

1. Uniforms will be purchased from district performing arts funds using the bid process, and will be based upon need and current enrollment.
2. Generally, seven to eight years of use is expected before uniforms are completely replaced.
3. Uniforms will be cleaned four times per year at district expense.

XI. NUMBER OF FUND RAISING PROJECTS

- A. Each middle school and senior high band and choir will be permitted to sponsor three fund raising projects during the school year. Permission from the principal must be granted for additional fund raising projects.
- B. This restriction does not apply to the parent booster club supporting the school organization, i.e. band parents, choir parents. Fundraisers involving only adult participation are not limited.

XII. REQUISITION AND PURCHASE ORDER PROCESS

- A. All requisitions (including bus requisitions) pertaining to performing arts activities, purchases and repairs must be approved by the director of secondary performing arts or program director of elementary performing arts.
- B. The process of approval will be:
  1. Initial bus requisition or purchase request completed by teacher.
  2. Building principal approval (bus requisitions only).
  3. Director of secondary performing arts or program director of elementary performing arts approval.
- C. Policies and guidelines pertaining to purchase orders will be followed as described in Section One of Administrative Policies.

XIII. CLINIC AND CONVENTION ATTENDANCE

- A. Performing arts teachers are encouraged to participate in their respective professional organizations. However, attendance at clinics/conventions at district expense will be limited to only a portion of teachers each year as per a rotation schedule determined by the performing arts department.
- B. Membership cost to a professional organization will only be paid by the district when it is required for students to be able to compete. (i.e. TMEA auditions for regional, area, and all-state)

XIV. PRIVATE LESSON PROGRAM AND AUXILIARY INSTRUCTORS

- A. Private or individual lessons may be taught outside of instructional time or during the allotted class time for band, orchestra, choir, etc. subject to space and scheduling. The maximum amounts that may be charged to students are \$15.00 per half hour per student.



- B. A master class program may be offered by clinicians during allotted class time for band, orchestra, choir, etc. or after school, subject to space and scheduling. Clinician fees are to be negotiated according to monies available. The director of secondary performing arts will offer guidance in these negotiations.

**A Building Use Fee** of \$25.00 per semester will be charged each private lesson teacher. This fee is to be deposited into the district's general fund through the business office.

C. **AUXILIARY (MUSIC INSTRUCTORS) VENDORS**

1. **Private Lesson Teachers**

**Definition** - Individuals who teach one student for a period of 30 minutes of one hour on a weekly basis.

**Qualifications** - These individuals must possess outstanding skill on their instruments and be able to communicate effectively with individuals.

**Requirement** - These individuals must sign an agreement to allow the district to perform a criminal history background check before they begin working with students.

**Service** - Private lesson teachers serve at the pleasure of the band director, the principal, the superintendent and or his designee.

**Payment** - Private teachers are paid directly by the student except in cases where scholarships are provided.

2. **Clinician**

**Definition** - Individuals who work with performing groups.

**Qualifications** - These individuals must be recognized experts in working with complete performing ensembles such as bands, choirs or drill teams.

**Requirements** - These individuals will be observed during their interaction with the ensembles by the director/s.

**Service** - Clinicians serve at the pleasure of the director, the principal, the superintendent and his designee.

**Payment** - Clinicians will submit invoices and will be considered vendors.

3. **Consultants**

**Definition** - Individuals who provide long term service to special sections of performing organizations.

**Qualifications** - These individuals must possess excellent knowledge and training in the section to which they are assigned. They must also be able to communicate effectively with moderate sized groups.

**Requirements** - These individuals, due to their level of contact with students, must be agreeable to a background check which includes a survey of police records.

**Service** - consultants serve at the pleasure of the directors, the principal, the superintendent and his designees.

**Payment** - Consultants will submit invoices and will be considered vendors.

All scholarships, clinicians' fees and consultant fees will be terminated upon the principal's determination that funds in the appropriate agency accounts cannot support the services.

Documentation of the services provided is required.

- D. Specialized instruction by hired consultants\* will be offered during the school day with stipulations as follows:

1. The consultant will apply to the Aldine ISD and submit to all background checks as a regular employee of the district.
2. The consultant will be contracted on an hourly basis to be agreed upon by the consultant, music director, booster club and principal.
3. The funding for the consultant service will be provided by booster organizations at each school.
4. The consultant will be under the supervision of the director and serve at the approval of the principal of each school where he is employed.
5. The determination of need for instruction will be made by the music director at each school.

\* As defined in the AISD Administrative Procedures Handbook.

#### XV. INVENTORIES

- A. All secondary band, choir and general music teachers must maintain an up-to-date inventory at all times available to the director of secondary performing arts education.
- B. The inventory will be a complete and concise instrument made at the conclusion of each school year. The on-line performing arts inventory data base may satisfy this requirement.

#### XVI. DISTRICT MUSIC PURCHASES AND REPAIRS

##### A. Purchases

All purchases of instruments, music, accessories and supplies will be made through the performing arts budget as authorized and approved by the director of secondary performing arts or program director of elementary performing arts.

##### B. Repairs

Repairs of district owned instruments and equipment will be paid for through the director of secondary performing arts or program director of elementary performing arts office and/or principal's agency fund.

##### C. District Owned Band/String Instrument Maintenance and Insurance

Due to the high cost of maintaining instruments and protecting them from loss or damage, students who use district owned instruments are encouraged to purchase insurance to cover the instrument against loss or accidental damage and must pay \$50.00 each year to the district to help defray the repair costs for normal wear on the instrument. However, the \$50.00 does not cover theft or abuse of the instrument. Students may be held liable for damage or loss of the instrument due to neglect or carelessness.

Students who are currently enrolled in an instrumental, strings or band, class in Aldine ISD pay an instrument usage fee each school year for the use of an Aldine ISD owned instrument. The instrument usage fee is only offered to currently enrolled instrumental students.

Students in Aldine ISD that are not enrolled in an Aldine ISD strings or band class may not use an Aldine ISD instrument usage fee for the use of an Aldine ISD owned instrument.

D. Privately Owned Instruments and Maintenance

Because the school district does not carry insurance on privately owned instruments, responsibility of insuring a student's instrument rests with the parent and student. Information regarding the purchase of insurance for privately owned musical instruments can be obtained through each individual school's music department.

XVII. TRAVEL

A. Bands

1. All eligible high school band students will travel to all varsity football games and all UIL competitions. Students who qualify are allowed to travel to attend TMEA competitions and activities, accompanied by their directors.
2. All eligible middle school band students will travel to two off-campus football games and all appropriate TMEA and UIL contests and activities.
3. High school band students may take one overnight educational trip. However, out-of-state trips must be approved as per administrative policy (see letter E below).
  - a. Pre-requisite will be no lower than a second division at UIL contest and meeting the standards established by the festival or contest they plan to attend. Special consideration may be given to groups not meeting the above mentioned standards.
4. Middle school bands will not take an overnight trip; although they may make short trips to perform a concert during the school day or attend clinics or festivals on non-school days.

B. Choirs

1. All eligible high school choir students will travel to all UIL competitions. Students who qualify are allowed to travel to participate in TMEA competitions and activities, accompanied by their director.
2. All eligible middle school choir students will travel to and participate in all appropriate TMEA and UIL competitions.
3. High school choir students may take one overnight educational trip. However, out-of-state trips must be approved as per administrative policy (see letter E below).
  - a. Pre-requisite will be no lower than a second division at UIL contest and meeting the standards established by the festival or contest they plan to attend. Special consideration may be given to groups not meeting the above mentioned standards.
4. Middle school choirs will not take an overnight trip; although, they may make short trips to perform a concert during the school day or clinics or festivals on non-school days.

C. Orchestras

1. All eligible high school choir students will travel to all UIL competitions. Students who qualify are allowed to travel to participate in TMEA competitions and activities, accompanied by their director.

2. All eligible middle school choir students will travel to and participate in all appropriate TMEA and UIL competitions.
3. High school choir students may take one overnight educational trip. However, out-of-state trips must be approved as per administrative policy (see letter E below).
  - a. Pre-requisite will be no lower than a second division at UIL contest and meeting the standards established by the festival or contest they plan to attend. Special consideration may be given to groups not meeting the above mentioned standards.
4. Middle school choirs will not take an overnight trip; although, they may make short trips to perform a concert during the school day or clinics or festivals on non-school days.

D. Dance/Drill Team

1. All eligible drill team students will travel to all varsity football games.
2. High school dance students may take one overnight educational trip. However, out-of-state trips must be approved as per administrative policy (see letter E below).
3. Middle school dance students will not take an overnight trip.

E. Out of State Trips

Out-of-state trips may be taken if they have sufficient national significance and will lead to recognition of the participants as well as the district. Such trips must receive Board approval in advance and before any kind of communication to students and parents goes out, written or verbal, and before any binding financial commitments can be made. These trips must meet all guidelines as written in the Aldine District School Board Policies Book.

All out of state trip requests must be presented to the school board at the August board meeting of the school year the trip would take place if approved. However, before a request can reach the school board, it must first be approved by the building principal, the director of secondary performing arts education, and the area superintendent

The following process will be followed to request approval for an out of state trip:

1. The teacher will secure a “Performing Arts Out-of-State Trip Approval Form” from the director of secondary performing arts.
2. The teacher will complete the form and submit to the principal for approval/signature
3. The principal will then submit the form to the director of secondary performing arts for approval/signature by June 30 prior to the August board meeting.
4. The director of secondary performing arts will then submit the form to the appropriate area superintendent for approval/signature.
5. After this form is completed with all appropriate signatures, the director of secondary performing arts will submit the completed form and a letter to the superintendent requesting the school board’s approval for the trip.
6. Once the school board has approved the trip, the director of secondary performing arts will notify the principal and the teacher. Actual trip preparations may then begin.

**NOTE:** If a group or organization is participating in an event or contest that might possibly lead to out-of-state travel later in the year, the abovementioned form must be completed and the process followed.

#### XVIII. SCHOOL AWARDS

##### A. Bands, Choirs, Orchestras, Dance and Theater Arts

###### 1. Middle School

- a. Only certificates of award may be presented to seventh and eighth grade band students.

###### 2. High School

- a. Major awards (i.e. letter jackets) will be awarded according to the policy found in Section 16.

#### XIX. POLICIES GOVERNING DANCE SQUADS

Dance teams are limited to high school students. Middle schools may have a pep squad, but they will not constitute a dance team and must not be organized as such. All dance teams will exist to represent the school at various events, foster good fellowship, develop leadership, encourage good scholarship, develop loyalty, good sportsmanship, and high character standards.

A pre-requisite of the above is good conduct; therefore, a member's actions and conduct will be above reproach at all times. Failure to maintain a high level of conduct may result in suspension from the performing group.

##### A. Uniforms

The district will provide a uniform for games. Girls will be expected to provide footwear and tights only. All other accessories other than personal items must be purchased by fund raising activities, principal agency account, and/or contributions from booster clubs.

A second and/or alternate uniform is not required to be a member of a dance team. Dance teams are encouraged to dress alike for pep rallies and game days, but such apparel must be suitable for school wear at other times. No girl is to be excluded because she can't afford the alternate uniform. Directors must provide leadership to keep the cost of such apparel to a minimum.

Cost for practice clothing should be kept to a minimum. Dance team directors should consider this a top priority in selecting practice clothing for their students.

##### B. Summer Camp

Each school may provide money to send officers to a summer camp. The camp will be of joint selection by director, officers and principal. The officers will be given the opportunity to raise money through some specific fund raising activity during the year to help defray camp expenses; i.e., drinks at basketball games, selling doughnuts before school, etc.

In order to reduce the cost to individual girls, dance teams should attend the nearest camp that offers a quality program. Only one uniform comparable in cost to a PE uniform may be purchased at the expense of individual girls. Cost should be kept to a minimum. Any additional uniforms or props must be purchased from fund raising activities.

C. Grade requirements to try out for the dance team and maintain membership:

1. No more than two N's and no U's in any grading period. Students will be removed from the dance team for a violation of this rule.
2. An academically ineligible student (one who has a single F in the previous grading period) may try out as a candidate for drill team for the next school year. (see Dance Team Manual)
3. If a student makes an F in any course at the end of a grading period, she will be placed on probation. Probation will mean that the student will not be able to practice after school hours, suit up, or participate in game activities during the following grading period. If the grades are not brought up by the end of the next grading period, suspension will occur. Summer school grades will count in consideration of lifting probation.
4. Grade sheets will be sent out on all prospective members. Included in this will be a report on absences.

D. Halftime Activities

Halftime activities are limited to 12 minutes per school and are to be strictly enforced. The drill team director and the band director should work together to establish the timeline within the 12 minutes, however, the band director is designated as the field general and the final decision will rest with him/her in the event of conflict.

E. Linemember selection

1. Selection will be from eligible students.
2. Prospective members will be selected by a panel of three outside judges.
3. Items to be judged: (100 points for each judge)
  - a. 10 points – Appearance (required attire, hairstyle, as per tryout packet)
  - b. 20 points – Precision/Timing/Rhythm
  - c. 15 points – Projection, showmanship
  - d. 20 points – Technique/overall dance ability
  - e. 15 points – Memory (knowledge of routine)
  - f. 10 points – Team skills/traditions unique to each school
  - g. 80 points – Evaluations from 4 current teachers – 20pts each

Also:

80 points – Evaluations from 4 current teachers – 20pts each

F. Officer Tryouts

1. Application is made by writing a paper entitled, "Why I Want to be a Dance Team Officer." (No more than one double spaced typed page.) It is to be presented to the director two weeks prior to tryouts.
2. Selection is based on the following:
  - a. 50% – Judges opinion – director and 3 outside judges
    - (1) 15% – Group Dance
    - (2) 15% – Solo

- (3) 20% – Interview with judges
- (4) 15% – Officer skills (as determined by dance director)
- b. 5% – Director recommendation/Team vote
- c. 10% – Notebook
- d. 20% – Teacher recommendation (attendance, class behavior, academic performance, completing assignments – 20pts. each)

G. Competition

The Aldine School District will pay the cost of registration and transportation for a maximum of two dance team competitions each school year. One of these must be in the local area (100 miles of Houston). If the dance team can earn a sweepstakes or superior rating in the local competition, they may take a second trip outside the Houston area. The director of secondary performing arts must approve the local contest in advance if it is to be used to qualify for a trip out of the Houston area. Failure to meet this standard will mean that the second trip, if taken, must be in the Houston area. Any trips to competition not covered by this policy must be at the dance team's expense.

The school district will not pay for overnight expenses associated with any competition.

XX. SUMMER BAND PRACTICE

- A. Band halls will be closed to any kind of activity except for private lessons for a period of four (4) weeks during the summer. The principal and band director will determine which four weeks.

NOTE: It is not imperative the four weeks be successive.

- B. "The members of a marching band or any of its components cannot begin the marching preparation for a UIL contest presentation prior to August 1. In addition, no more than ten hours of supervised instructional time can be devoted to marching fundamentals between the end of the previous school term and August 1." (EXCEPTION: Auxiliary camps, leadership training, and preparation for special summer events such as civic parades, professional football game appearances, and other non-competitive performances are not considered a violation of this limitation.)

NOTE: A calendar of summer band activities must be approved by the building principal and director of secondary performing arts before making it public to students. Additionally, the director of secondary performing arts in concert with the building principal will periodically check on the activities during the course of the summer. Any activity perceived not meeting the intent and spirit of the aforementioned policy will be terminated by the principal and/or director of secondary performing arts.

XXI. PARTICIPATION IN HOME SCHOOL BY MAGNET STUDENTS

Magnet school attendees who wish to participate in a performing arts program at their home school which is not available in the magnet school should contact the district performing arts office for current guidelines and necessary paperwork.

## XXII. VISUAL ART CONTESTS

In order to compete in the Visual Art contests and competitions, students must be academically eligible according to all TEA/U.I.L. rules.

### A. High School

1. Participation in the UIL Equivalent Visual Art Scholastic Event, the Scholastic Art Awards Competition, Cultureshapers Scholarship program and the HLSR School Art competition, is expected.
2. Qualified art students will be expected to participate in All-State Visual Art Scholastic Event (State VASE) activities.

### B. Middle School

Participation in the UIL Equivalent Visual Art Scholastic Event, the Scholastic Art Awards Competition and the HLSR School Art competition, is expected.

## XXIII. APPROPRIATIONS FOR CONTEST FEES

A. UIL Equivalent and TAEA student entry fees will be paid from district visual arts funds.

B. Expenses for 6-12 grade students competing in district, regional and/or state contests MUST be paid from district visual arts funds.

## XXIV. NUMBER OF FUND RAISING PROJECTS

A. Each middle school and senior high art program will be permitted to sponsor three fund raising projects during the school year. Permission from the principal must be granted for additional fund raising projects.

B. Fundraisers involving only adult participation are not limited.

## XXV. REQUISITION AND PURCHASE ORDER PROCESS

A. All requisitions (including bus requisitions) pertaining to visual arts contests, purchases and repair must be approved by the program director of visual arts education.

B. Policies and guidelines pertaining to purchase orders will be followed as described in Section One of Administrative Policies.

## XXVI. CONTEST ATTENDANCE

A. Meal monies will be provided for students participating in State VASE. All meals and lodging will be provided at district expense for students qualifying for State.

## XXVII. INVENTORIES

A. All elementary, intermediate, middle and high school art teachers must submit a completed district approved student inventory form to the program director of visual arts education for each contest, exhibition and/or competition entered.

B. All artwork entered in an art contest, exhibition and/or competition must have a district approved identification label attached to the back of each entry.



## XXVIII. SCHOOL ART AWARDS

### A. Middle School

Certificates of achievement, ribbons and medals may be presented to sixth, seventh and eighth grade art students.

### B. High School

All high school art students who qualify are eligible for award letters and/or letter jackets for their participation in VASE and Scholastic Art Awards. Students are eligible for only one letter jacket during their high school career.

## SECTION TWENTY-THREE: SPECIAL EDUCATION

### I. REFERRAL PROCEDURES – RESPONSIBILITY OF GENERAL EDUCATION

According to §89.1011 Referral for Full and Individual Initial Evaluation (Commissioner/SBOE Rules), “Referral of students for a full and individual evaluation for possible special education services will be a part of the district’s overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and response to scientific research-based interventions; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student’s parents or legal guardian, or another person involved in the education or care of the student. The referral for a full and individual initial evaluation must be completed in accordance with Texas Education Code §29.004, related to the 60 calendar day timeline.”

- A. There must be a minimum of two parent contacts concerning the educational problem except in the following situations:
  - 1. Referral by a parent or agency
  - 2. Speech therapy with no other indication of an additional educational problem
  - 3. Preschool Program for Children with Disabilities (PPCD)/Non-enrolled
  - 4. Deaf/Auditory Impairment
  - 5. Visual Impairment
- B. Early Intervention Team (EIT)
  - 1. The EIT will be composed of at least the following people:
    - a. Assigned professional familiar with the educational process being addressed
    - b. Building administrator
    - c. General education support staff members as appropriate
    - d. Parent participation encouraged, not required.
  - 2. The EIT reaches a decision regarding possible educational alternatives for each student brought to its attention. Possible alternatives may include but are not limited to the following:
    - a. Title I
    - b. Bilingual Education
    - c. English as a Second Language
    - d. Career and Technology program option
    - e. General education counseling

- f. Consideration of instructional programs such as:
  1. Subject placement
  2. Flexible grouping
  3. Class and/or teacher changes
  4. Grade placement changes
  5. Extended day
  6. Tutorials
  7. Small group pullout
  8. Computerized instruction
  9. Research based-peer reviewed interventions with documented progress monitoring over time
  
3. Prior to or as part of the referral process for special education, it must be determined during the evaluation that a student suspected of having a learning disability was provided appropriate high quality, research based intervention in general education, including that the instruction was delivered by qualified personnel and data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to the student's parents.
  
4. When a parent or agency wishes to refer a student for an evaluation for special education, the school has two options; complete the Prior Written Notice/Notice of Refusal in Regard to Identification indicating the school will refer the student for an evaluation or complete the Prior Written Notice/Notice of Refusal in Regard to Identification explaining why the school will not refer the student for an evaluation for special education. The EIT chairperson must give the parent a copy of the Prior Written Notice/Notice of Refusal in Regard to Identification in the parent's dominate language and a copy of the Procedural Safeguards.
  
5. If a parent or agency brings in an outside report and/or refers the student for an evaluation the school must consider the request and indicate on the Prior Written Notice/Notice of Refusal in Regard to Identification that the school agrees to honor the parent request or agency's request for a referral for an evaluation for special education OR the school completes the Prior Written Notice/Notice of Refusal in Regard to Identification explaining the options considered and the reasons the request for an evaluation is being rejected.
  
6. If the school determines that the parent or agency request for an evaluation is not warranted, the school must give the parent or agency a copy of the Prior Written Notice/Notice of Refusal in Regard to Identification in the parent's dominate language and a copy of the Procedural Safeguards.
  
7. The EIT committee reviews the following extensive data submitted:
  - a. Educational history, including data from all schools of enrollment, attendance, state testing results, grades etc. relative to the performance

of the child's peers and the student's response to scientific, research-based interventions if a learning disability is suspected,

- b. Socioeconomic factors,
- c. Language and cultural factors, and
- d. Vision and hearing screening.

C. **Referral to Special Education.** Upon determination by the Early Intervention Team that the student should be referred for consideration for Special Education services, the teacher or assigned professional will:

1. Complete the Referral Report (SE-1) or Early Childhood Referral (SE-1a) and gather the following data:
  - a. Classroom Observation Checklist (SE-27); Early Childhood Observation Checklist (SE-151) or Information from Parents (SE-66) (non-enrolled)
  - b. Vision and hearing screening
  - c. Student's attendance data and dates of enrollment in all schools
  - d. Student's test data relative to peers
  - e. Student's grades relative to peers
  - f. Student's response to research based interventions
  - g. Information from the teacher regarding how the student uses the English language in school
  - h. Information from school nurse or parent information regarding student's health
  - i. Home Language Survey (copy)
  - j. LPAC recommendation
2. Referral Committee meets to review all of the data outlined in number 1. a.-j. and determines if a referral for an evaluation for special education is needed. The decision to refer or not is documented on the Referral Committee Report (SE-3).
3. Prepare a referral packet composed of the following:
  - a. Notice of Procedural Safeguards-Rights of Parents of Students with Disabilities
  - b. A Guide to the Admission, Review, and Dismissal Process
  - c. Receipt for Explanation of Procedural Safeguards (SE-7)
  - d. Description of Assessment Procedures (SE-95)

- e. A copy of the Referral Committee Report (SE-3)
  - f. Consent for Evaluation (SE-4)
  - g. Information from Parents (SE-66)
  - h. Parent Letter Regarding Medicaid (SE-209)
  - i. Home Language Survey (non-enrolled students only)
4. Upon determination by the Referral Committee that the student should be referred for an evaluation for special education, the EIT chair person should contact the parent to explain the procedural safeguards and the referral process and forms to the parent.
  5. To complete the referral process for an evaluation for special education, the assigned professional will:
    - a. Receive from the parents the signed Consent for Evaluation (SE-4), Receipt for Explanation of Procedural Safeguards (SE-7), Information from Parents (SE-66), Home Language Survey (non-enrolled only), and Parent Letter Regarding Medicaid (SE-209)
    - b. Submit the completed referral packet to the building assessment specialist or speech pathologist

## II. FULL AND INDIVIDUAL EVALUATION PROCESS

- A. The full and individual evaluation, including a written report, will be completed within 60 calendar days from the date the school receives written consent, signed by the student's parent or legal guardian.
- B. The purpose of the full and individual evaluation is to:
  1. Determine the presence or absence of a speech, language and/or learning, physical, mental, or emotional disability;
  2. Determine the presence or absence of a significant educational deficit requiring special education instructional services or an educational need for special education services;
  3. Identify specific learning competencies in instructional and related services;
  4. Make recommendations for determining the grading criteria and procedures for participation in extracurricular activities;
  5. Provide information relative to the appropriate mastery level or levels at which the student should be expected to achieve passing grades in all content areas of instruction.
  6. Address assistive technology needs of the student
- C. Evaluation of speech, language and/or developmental/academic, physical, mental, and emotional conditions must include a consideration of the student's functioning in the following areas, all of which must be addressed in the written report.

1. Language dominance: When conducting a full and individual evaluation, the evaluation team will first determine the student's dominant language. This determination may be made through formal or informal evaluation. All evaluation instruments and procedures used must be administered in the student's dominant language. Where no bilingual examiner is available, an interpreter may be used. This evaluation must take place before any other individual evaluation.
2. Language: The evaluation of an individual's language must consist of formal and/or informal evaluation of oral expression, listening comprehension, articulation, voice and fluency. Proficiency in both English and the other language(s) must be addressed for limited English proficient students.
3. Physical: The evaluation of an individual's physical factors including psychomotor abilities must consist of an examination of physical conditions, which directly affect the student's ability to profit from the educational process. A general medical examination is required only when specified by eligibility criteria or when abnormal physical factors are part of the assessment of physical factors.
4. Emotional/Behavioral: The evaluation of an individual's emotional and/or behavioral factors must consist of formally and/or informally identifying those characteristics manifested in in-school or out-of-school behaviors or both which may influence learning.
5. Sociological: The evaluation of an individual's sociological variables must consist of identifying the child's family and community environmental situation influencing learning and behavioral patterns. Students are not eligible for special education if the only deficiencies identified are directly attributable to a different cultural lifestyle or to a lack of educational opportunities.
6. Intellectual: The evaluation of an individual's intellectual functioning must include an evaluation of verbal ability and/or performance or nonverbal ability and adaptive behavior. While the adaptive behavior of all students must be considered to some degree, formal measure of adaptive behavior will be required only when a student is being assessed for mental retardation. Intellectual functioning should be the last factor assessed, since the student's performance in this area should be analyzed and interpreted in light of all the other data.
7. Achievement/Developmental: The evaluation of an individual's achievement or developmental levels must include an evaluation in the suspected areas of disability. This evaluation may include individually administered norm-referenced measures designed to assess specific areas of educational functioning.
8. Vocational evaluation: The evaluation of an individual's occupational preparation needs will be considered. Formal evaluation shall begin in the 8<sup>th</sup> grade. The only exception would be students with an eligibility of Autism, whose vocational evaluation will be an ongoing process, formal and informal, throughout their educational career, beginning by age 12.

The evaluation will include vocational interest and aptitude tests, and information from teacher, parent, and student interviews. Information obtained should include aptitude, work habits, job readiness and behaviors.

For students whose initial vocational evaluation does not yield measurable results or sufficient information for planning appropriate vocational training, additional evaluation information will be obtained through exploratory vocational experiences, work samples, and/or observation of work behaviors. Evaluation of observations made in career and technology classes may be used to provide part of this data.

9. Assistive Technology: The evaluation of an individual's assistive technology needs must consist of formal and/or informal evaluation determining whether or not assistive technology is required in order for the student to access the curriculum and make satisfactory academic progress. This includes low and high tech services and/or devices.  
This term does not include a medical device that is surgically implanted or the replacement of that device.
- D. Evaluation of performance levels and competencies will include criterion-referenced or curriculum-referenced evaluation designed to aid in the development of the student's IEP. The evaluation may also include group administered norm-referenced measures and/or the status of current academic performance in basic skills. The evaluation will include information that will:
1. Determine whether the student has academic, developmental, physical or behavioral deficits.
  2. Provide information about the student's strengths, weaknesses and instructional levels.
  3. Identify specific modifications of instructional content, setting, methods or materials required by the student to achieve and maintain satisfactory progress, including those that can only be provided through special education services and those adaptations for the student's progress in general classes and other special and compensatory education program.
  4. Determine the grading criteria and procedures for participation in extracurricular activities.
  5. Provide information relative to the appropriate mastery level or levels at which the student should be expected to achieve in order to receive passing grades in all content areas of instruction.
- E. Evaluation for related services will be provided as appropriate.
1. Evaluation for related services will include a written report demonstrating that the student meets the criteria for eligibility for the related service and establishing that the service is needed in order for the student to benefit from special education instruction. The report must include the specific service(s) to be offered.
  2. Evaluation for adapted physical education will be performed by the adaptive physical education staff and the assessment will include a written report establishing a need for adaptive physical education and recommended adaptation(s).
- F. To be able to receive special education services, a student must have been determined by an Admission, Review and Dismissal (ARD) committee to have one or more of the disabilities described as follows:

1. Orthopedic Impairment: A student who has been determined by a licensed physician to have a severe orthopedic impairment that adversely affects the student's educational performance.
2. Other Health Impairment: A student who has been determined by a licensed physician to have limited strength, vitality or alertness, including heightened alertness to environmental stimuli that results in limited alertness that is due to chronic or acute health problems such as asthma, attention deficit hyperactive disorder, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome and adversely affect a student's educational performance.
3. Auditory Impairment: A student who has been determined to have a serious hearing loss even after corrective medical treatment or use of amplification and adversely affects the student's educational performance. This determination will have been made by an otological examination performed by an otologist or a licensed medical doctor with documentation that an otologist is not reasonably available. An audiological evaluation by a certified audiologist will also be conducted.
4. Visual Impairment: A student who has been determined by a licensed ophthalmologist or optometrist to have no vision or to have a serious visual loss after correction or has a medical diagnosis for a progressive condition that will result in no vision or a serious visual loss after correction. The visual impairment adversely affects the educational performance and The Functional Vision Evaluation (FVE) and Learning Media Assessment (LMA) indicate, by reason of the Visual Impairment the student has a need for special education and related services. The term includes both partial sight and blindness.
5. Deaf-blindness: A student who has a combination of severe hearing and visual losses after best correction and is determined to meet eligibility criteria for auditory impairment and for visual impairment according to the specific eligibility criteria for each of these disabilities. This combination causes such severe communication and other developmental needs that they cannot be accommodated in special education programs solely for students with deafness or blindness.
6. Mental Retardation: A student who has been determined by a licensed or certified psychologist, a psychological associate, licensed specialist in school psychology or an educational diagnostician to have sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance. In meeting the criteria, a student with mental retardation is one who
  - a. has been determined to have significantly sub average intellectual functioning as measured by a standardized, individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test, and
  - b. concurrently exhibits deficits in at least two of the following areas of adaptive behavior: communication, self-care, daily/home living, social/interpersonal skills, use of community resources, self-direction,



functional academic skills, work leisure, health or safety as measured by an adaptive behavior scale.

7. Emotional Disturbance: A student who has been evaluated by a licensed or certified psychologist, psychiatrist, licensed specialist in school psychology or a psychological associate under the direct supervision of a licensed or certified psychologist, and determined to meet the criteria for emotional disturbance, as defined in federal regulations and state law. The disability adversely affects educational performance over a long period of time to a marked degree. The written report of evaluation will include specific recommendations for behavioral supports and interventions.
8. Specific Learning Disability: A student with a learning disability is one who has been determined by a multidisciplinary team through a variety of assessment tools and strategies to meet the criteria for a specific learning disability as stated in 34 CFR 300.8 (c) (10) in accordance with provisions in 34 CFR 300.307-300.311. A student with a learning disability does not achieve adequately for the student's age or meet state approved grade level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency reading comprehension, mathematic calculation, or mathematic problem solving when provided appropriate instruction, as indicated by, performance on multiple measures and does not make sufficient progress when provided a process based on the student's response to scientific based intervention on repeated curriculum based assessments of achievement at reasonable intervals or the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to performance, achievement or both relative to age, grade level standards or intellectual ability, as indicated by significant variance among specific areas of cognitive function or between specific areas of cognitive function and academic achievement.
9. Speech Impairment: A student who has been determined by a licensed or certified speech language pathologist to have a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects the student's educational performance.
10. Autism: A student with autism has a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Students with pervasive developmental disorders are included under this category. The multidisciplinary team's written evaluation report must document specific recommendations for behavioral interventions and strategies.
  - a. The MDT must include, but is not limited to, a licensed specialist in school psychology or an educational diagnostician, and/or other appropriately certified or licensed practitioner with experience and training in the area of the disability.
  - b. Autism does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance.

- c. A student who manifests the characteristics of autism after age three could be identified as having autism if the criteria previously described are satisfied.
  - d. The MDT's written report of the evaluation indicates that the student meets the criteria for autism and shall include specific recommendations for the behavioral interventions and strategies.
11. **Multiple Disabilities:** A student who has a combination of disabilities included in this section, the combination of which cause such severe educational needs that the student can not be accommodated in the special education program solely for one of the disabilities. The term does not include deaf-blindness. The evaluation data indicates that:
- a. The student's disability is expected to continue indefinitely.
  - b. The disabilities severely impair performance in two or more of the following:
    - 1. Psychomotor skills
    - 2. Self-care skills
    - 3. Communication
    - 4. Social and emotional development
    - 5. Cognition
  - c. The Full and Individual Evaluation (FIE) must include the eligibility report for multiple disabilities and the specific eligibility reports for the two or more disabilities, and
  - d. Students who have more than one of the disabilities defined in this section but who do not meet the criteria in this subsection shall not be classified or reported as having multiple disabilities. If a student has only two disabilities and of those is speech impaired, the student does not meet the criteria for multiple disabilities.
12. **Non-Categorical Early Childhood:** A student between the ages of 3-5 who meets eligibility criteria for mental retardation, emotional disturbance, a specific learning disability or autism may be described as non-categorical early childhood. Use of non-categorical early childhood eligibility category is a local decision.
13. **Traumatic Brain Injury:** A student who has been determined by a licensed physician to have an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that adversely affects the student's educational performance. This term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

### III. ADMISSION, REVIEW, AND DISMISSAL COMMITTEE

- A. Aldine ISD establishes at least one Admission, Review, and Dismissal (ARD) committee, which makes decisions concerning the educational program of an individual referred for

consideration for special education services and ensures that the ARD committee performs the following functions for each individual considered for special education services:

1. Reviews all data from the Full and Individual Evaluation (FIE) and reevaluations including information from parents, school personnel, and other sources.
2. Ensures that national origin minority group students (or linguistically different students) do not receive special education services on the basis of criteria which were developed solely on command of the English language.
3. Ensures that students do not receive special education services if the only deficiencies identified are directly attributable to a different cultural lifestyle, or lack of appropriate instruction in reading, including the essential components of reading instruction as outlined in the No Child Left Behind Act or lack of appropriate instruction in math.
4. Ensures that alternatives, including services in general education, bilingual education/ESL, and compensatory education programs for which the student is eligible, are reviewed and additional services are discussed.
5. Establishes the student meets the eligibility as a student with a disability and whether the student needs special education.
6. Identifies the content areas in which the student's disability significantly interferes with the student's ability to meet regular academic mastery level standards by establishing the student's present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum or for preschoolers, in age appropriate activities.
7. Develops the individual education plan (IEP); determines special education, related services, accommodations, modifications, supplementary aids and services based on peer-reviewed research to be provided to implement the IEP.
8. Provides for educational placement in the least restrictive environment and provides access to the general curriculum to the maximum extent appropriate to meet the needs of the student.
9. Ensures students with disabilities are removed from the regular environment only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services can not be achieved satisfactorily.
10. Determines to the extent practicable each student's continuing eligibility and need for special education based on the triennial reevaluation.
11. Determines individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district wide assessments.
12. Explains why a student can not participate in the regular assessment and identifies an alternate assessment instead of a particular regular State or district wide assessment of student achievement.

13. Reviews all special education placements at least annually to determine whether the annual goals for the student are being achieved and revise the IEP as appropriate to address the need for continuation, change, reevaluation, or termination.
14. Determines the need for extended school year (ESY) services.
15. Determines the need for assistive technology (AT) services and/or devices.
16. Determines the need for transition services and transition service needs.
17. Agrees to an annual IEP or an IEP of shorter duration.
18. Reviews *existing* evaluation data to determine whether *additional* data are needed to determine whether the student is or continues to be a student with a disability.
19. Determines that when mutual agreement is not reached, a written statement of the basis for the disagreement is included in the ARD. The member who disagrees is offered the opportunity to write his/her own statement.
20. Provides prior written notice to the parent/legal guardian or the individual with a disability when a district implements an IEP with which the parent/legal guardian or individual disagreed.
21. Maintains that parent/legal guardian have the right to file a complaint, request mediation, or request a due process hearing at any point when the parent/legal guardian disagrees with decisions of the ARD committee.
22. Maintains that the parent/legal guardian, the individual with a disability or the district is allowed to audio record the ARD committee, if they choose to do so. All participants in the meeting will be informed that such a recording will be made.
23. Uses other methods to ensure parent/legal guardian participation, including individual or conference telephone calls if parent/legal guardian cannot attend.
24. The assessment specialist or speech pathologist should send the parent or guardian a copy of the ARD, including IEPs/BIPs within 5 school days of the date of the ARD meeting.
25. The assessment specialist or speech pathologist should send the parent or guardian a copy of the full individual evaluation (FIE) report within 5 school days of the ARD date at which the FIE was reviewed and accepted.

B. The Admission, Review, and Dismissal Committee Membership will include representation from a variety of individuals; including one member from each of the areas of administration, instruction (general and special) and assessment. (someone trained).

1. Administration – Principal or designee who meets the following criteria:
  - a. Knowledge of general education curriculum,
  - b. Knowledge about the availability of resources of the district and the authority to allocate the resources of the building/district,

- c. Authority to supervise and enforce the implementation of the IEP including related services, accommodations, modifications and required supports, and
  - d. Knowledge about the continuum of available services.
2. Representatives for instruction
- a. Not less than one special education teacher of the student, or if appropriate, at least one special education provider of the student will participate. Either the teacher or the agency representative will be qualified in the area of the student's suspected disability.
  - b. Not less than one general education teacher of the student will participate. For initial placements for students who are not served on a general education campus (Lane School), the representative from instruction will be provided by the home campus. For annual ARDs for students who are not served on a general education campus (Lane School), the representative from instruction will be an appropriate special education teacher.
3. Representative for Assessment
- a. Assessment Specialist, or
  - b. Licensed Specialist in School Psychology (LSSP), or
  - c. Speech Language Pathologist or
  - d. Other appropriate certified or licensed practitioner with experience and training in the area of the disability (when approved by executive director of special education).
4. The student's parent or guardian or designated parental representative or other individuals.
5. The student must be invited starting at age thirteen (13).
6. Required Staff (may be Itinerant personnel). A professional certified in education of the visually impaired must be present when the ARD committee is considering a student who is visually impaired. A student who qualified under the deaf-blindness impairment will be represented by a teacher certified to teach students who qualify under the deaf-blindness impairment. A professional certified in education of students with auditory impairments must be present when a student with auditory impairments is being considered.
7. A Career and Technical Education (CTE) supervisor or designee or a career and technology teacher who is knowledgeable about the CTE program in which the student will participate must be present when career and technology education placement is being considered. The CTE representative may not serve as the general education representative.
8. When students who have disabilities are eligible for other compensatory education programs such as Title I, migrant education, English as a Second Language (ESL) and bilingual education, professional staff members from the

respective compensatory programs may participate in the ARD committee meetings. For the student who is Limited English proficient (LEP), a Language Proficiency Assessment Committee (LPAC) representative must be present and serve as a member of the ARD.

9. Other individuals who have knowledge or special expertise regarding the student may be involved at the discretion of the parent or the district.
  10. A representative from an agency(ies) must be invited, as appropriate when making transition determinations.
  11. When the ARD/IEP committee considers the educational program or placement of a student in the Regional Day School Program for the Deaf (RDSPD), a professional staff person represents the RDSPD and one represents the student's home district. For students that reside within Aldine ISD boundaries, Home school representative, receiving school representative and a representative of RDSPD must attend the ARD.
  12. A representative of the private school/home school must be invited when the student being discussed attends a private/parochial/home school.
  13. A representative of a Head Start program, Intermediate Care Facility for Mentally Retarded (ICF-MR), group living home, detention home, or residential care and treatment facility will be invited when the student is being considered for enrollment in these or similar programs.
  14. The district will make reasonable efforts to ensure that the parents understand, and are able to participate in any group discussion relating to the educational placement of the student including arranging for an interpreter for parents with deafness or whose native language is other than English. Interpreters should be bilingual and bi-literate, with proficiency in both English and the target language and should be able to adjust to different levels of language use. Interpreters should be adequately trained.
- C. After the annual ARD meeting has been held for a school year, the parent of the student with a disability and the district may agree not to convene an ARD meeting for the purpose of making changes to certain aspects of the previous annual ARD meeting, and instead may develop a written document to amend or modify the students current ARD meeting.
- D. Special education teachers and counselors must submit draft IEPs, BIPs and SE 22's to the campus assessment specialist 5 school days prior to the date of a student's ARD meeting.

#### IV. PROCEDURES FOR PLACEMENT OF STUDENTS WITH DISABILITIES AT A NONTRADITIONAL CAMPUS (MAGNET OR HALL EDUCATION CENTER):

- A. Prior to the initial placement of a student with a disability at a Magnet campus:
1. The home school assessment specialist coordinates with the magnet campus assessment specialist for all campuses.
  2. An ARD to discuss the appropriateness of the magnet placement will be held.
    - a. The committee will include representation from the home school, the magnet school, as well as the required members of the ARD committee.

- b. The committee will complete the Magnet Supplement (SE-418) to provide documentation of the appropriateness of the proposed placement.
  3. The Magnet School Supplement (SE-418) must be reviewed and a new one completed at least annually to determine the continued appropriateness of the program.
  4. When a student moves from one magnet school to another, an ARD must be held to determine the appropriateness of the new program. A representative from the magnet school under consideration must attend the ARD.
  5. For a speech only student, the speech pathologist from the magnet school under consideration must be invited to the ARD. Attendance is not mandatory. A conference between the two speech pathologists must take place prior to the ARD.
- B. Prior to the initial placement of a student with a disability at Hall Education Center.
  1. An ARD to discuss the appropriateness of placement at Hall will be held.
    - a. The committee will include representation from the home school, Hall, as well as the required members of the ARD committee.
    - b. The committee will complete the Nontraditional High School Supplement (SE-418/NT) to provide documentation of the appropriateness of the proposed placement.
  2. The Nontraditional HS Supplement (SE-418NT) must be reviewed and a new one completed at least annually to determine the continued appropriateness of the program.

## V. GRADING FOR STUDENTS RECEIVING SPECIAL EDUCATION

1. Every special education teacher or para working in a general education class providing inclusion support **must** utilize the inclusion log documenting each student they work with each period/subject and how they assist the student/s.
2. Teachers **must** document each accommodation/modification utilized for each assignment or test in the teacher's grade book (IG pro). A teacher may always do **more** accommodations/modifications than are listed in the ARD, they can not do less.
3. All accommodations/modifications necessary to meet the student's needs must be utilized for all assignments and tests.
4. To ensure the student in special education for instruction OR in inclusion is successful check:
  - missing assignments;
  - incomplete assignments;
  - the inclusion log to see if it clearly documents the student routinely received the needed support for the subjects in question;
  - the needed modifications were utilized for each assignment/test and are documented in IG pro for each assignment and test;
  - sample assignments demonstrating the accommodations/modifications;

- the appropriate number of grades were taken;
  - consider assignments after re-teaching; put the re-teaching grade in the system as well
  - homework grades; were all homework assignments ones the student could complete independently;
  - incentives for turning in homework;
  - extended day or Saturday. school;
  - positive behavioral reinforcements for completing work and coming to school (if work refusal or completion of work or truancy is a concern; the student may need a BIP and/or counseling)
  - did the student work with others (title, skills specialist etc.);
  - parent contacts;
  - and student conferences.
5. If **all** of the above were in place and documented; the student may receive the failing grade for that grading period. For the next six weeks, additional inclusion support and different accommodations and modifications need to be implemented to enable the student to be successful the next grading period and is in position to progress to the next grade level at the end of the school year.
  6. EIT should meet to develop additional accommodations/modifications or implement a BIP or other positive behavioral supports if the student receives a failing grade for the grading period. If the student refuses to attempt work or complete work or truancy is a concern, there must be student and parent contacts along with implementing positive behavioral reinforcement and consider counseling to address these issues.
  7. Your campus may want to develop an “expert” committee of teachers for accommodations/modifications. The committee would take assignments/tests that students have been unsuccessful and try to come up with additional ways the assignments/tests could be accommodated/modified. After re-teaching, the student may be given the newly accommodated/modified assignment/test.
  8. All IEPs and BIPs must be updated each grading period and the updated copy must be sent home to the parent/guardian with the report card each grading period.
  9. The IEPs and BIPs must be updated in the student’s legal folder each grading period to ensure the copy in the legal folder matches the copy sent to the parent/guardian.
  10. When certain types of modifications are provided to the State Board of Education approved courses, the student’s transcript is coded to note the modification. When the content or the mastery level is changed, the student’s transcript will reflect a “V” code, noted by that particular course. Courses noted by a “V” receive basic level grade points, and do not count towards recommended or distinguished achievement plans for graduation. Other types of accommodations/modifications such as using an interpreter or allowing more time for assignments or tests, or reformatting a test can be provided without a “V” code on the transcript.

## VI. PROMOTION/RETENTION POLICY FOR STUDENTS IN SPECIAL EDUCATION

Careful consideration should be given to retention versus promotion when students receiving special education are progressing from one grade to the next. If the student is placed, it appears as retention in PEIMS data, which affects the schools’ report card.



Technically, when a student receiving special education makes satisfactory progress on his/her IEP, especially when the TEKS curriculum has been modified per ARD, that student is eligible for promotion. Difficulties arise when the teacher/administrator expect the student to meet district requirements in addition to the IEP. The decision is further complicated when the special education student is in some or most general education classes.

The following guidelines are suggested:

1. A student receiving special education-for core academic classes who has made satisfactory progress on IEP's and the ARD has determined the TEKS curriculum is modified in the subject areas for the student should be promoted.
2. A student with disabilities in some general education classes may be evaluated with a combination of IEP progress and district guidelines. For example, if a student is in Math in general education and language arts totally in special education, then his/her math grade will be awarded by the general education teacher based on TEKS and IEP progress and the Language Arts grade will be awarded by the special education teacher based on IEP progress.  
  
If both of these are passing, then the student will be promoted. If one or both are failing, then the school should follow the same guidelines for a student in general education regarding attending promotional summer school etc.
3. If the student with disabilities is in general education classes such as math and/or language arts, or has only inclusion in class support/support facilitation, then usually the district policy applies as to promotion/placement of the student as long as the IEP has been followed.
4. If the student with disabilities is in general education classes such as math and/or language arts; or has only inclusion in class support/co-teach then the grade will be awarded by the special and general education teachers based on the students grades on the modified TEKS and IEP progress ensuring the ARD/IEP was followed and documented. If these are passing then the student will be promoted. If one is failing; then the school should follow the same guidelines for a student in general education regarding attending promotional summer school etc.
5. A student with a disability following general education grading guidelines will be evaluated for promotion, retention following those guidelines as long as the ARD/IEP was followed and documented.
6. If the student with disabilities receives instructional/academic specialized instruction from a special education teacher or para-educator and is retained, an ARD needs to be held by the first day of instruction to review IEPs and amend or develop new IEPs for the grade/subject areas; determine special education support; determine needed accommodations/modifications; and state assessment for the upcoming school year etc.
7. If circumstances prevent the ARD from being held by the first day of instruction, the campus assessment specialist will work with their program director of special education, to hold the ARD before the progress reporting period at 3 weeks.
8. If a student with disabilities is in a grade level following the Texas Education Agency (TEA) requirements for the Student Success Initiative (SSI), a GPC ARD will be held within the guidelines provided by TEA to address grade placement for the upcoming school year.

9. If a student with a disability is being “bumped” to a higher grade level by district guidelines which will result in the student skipping the next sequence in grade level an ARD will be held by the first day of instruction to determine the appropriate grade level, develop new IEPs, determine special education support; determine needed accommodations/modifications and state assessment for the upcoming school year etc.
10. If a student with a disability in high school is “jumping” to a new grade level classification during the school year an ARD must be held to address state assessment for that school year, graduation; and review/adjust or develop IEPs as needed.
11. A student receiving instruction in the SLC program will progress from grade to grade and will remain with their same age peers as they are utilizing an alternate curriculum.

## VII. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

- A. Determining which assessment a student with a disability takes must be determined by the ARD/IEP committee and should be based on the student’s instructional requirements. The ARD/IEP committee’s decision should be based on two considerations: the level(s) of the TEKS curriculum at which the student is receiving the majority of his/her instruction and the testing accommodations and/or modifications needed by the student. If a student has received the majority of his/her instruction on grade-level TEKS, with accommodations that do not invalidate TAKS, STAAR, EOC he/she should take the Texas Assessment of Knowledge and Skills (TAKS), State of Texas Assessments of Academic Readiness (STAAR), or End of Course Exam (EOC). If a student has received the majority of his/her instruction on grade-level TEKS and the accommodations routinely provided are unallowable on TAKS, the ARD/IEP meeting may determine that the student take TAKS† (with accommodations), for students enrolled at grade level 9 or higher as of August 23, 2010. Refer to the ARD Committee Decision Making Process for the Texas Assessment Program.
- B. If a student in 4<sup>th</sup> grade and above, has a history of being successful on the TAKS or TAKS† (w/accommodations) accountability measure for the preceding school year, the ARD/IEP meeting should determine that the student should take STAAR or EOC. As reported on the Confidential Student Report (CSR) a student should have been unsuccessful on TAKS and have been instructed with a modified curriculum for an ARD/IEP meeting to consider an alternative assessment aligned to modified standards (STAAR-Modified or EOC-Modified). For a student being instructed with an alternate curriculum who needs a state assessment aligned to alternate standards, an ARD/IEP meeting should consider an alternative assessment (STAAR-Alternate, EOC-Alternate). Failure on the TAKS/STAAR/EOC test alone is not sufficient justification for a referral to special education or for an administration of TAKS-M/STAAR-Modified/EOC-Modified.
- C. If a fifth or eighth grade student has been receiving instruction with allowable accommodations, he/she shall take fifth or eighth grade STAAR. Assessment decisions for STAAR reading for all third, fifth or eighth grade students served in special education must be made following the procedures outlined in the Grade Placement Committee (GPC) Manual provided by TEA.
- D. All fifth and eighth grade students who have failed the first administration of STAAR reading must have full access to Accelerated Reading Instruction (ARI) and should have the opportunity for a second administration of STAAR. Fifth and eighth grade students who have failed the first administration of STAAR math must have full access to Accelerated Math Instruction and should have the opportunity for a second administration of STAAR. Failure on the STAAR alone is not sufficient justification for referral for

special education. If a student in special education is receiving a modified curriculum, STAAR-Modified should be considered.

- E. An ARD/IEP/GPC meeting must be held for fifth and eighth grade (math and reading) students with disabilities who fail the second administration of STAAR to determine the assessment instrument for the third administration and design an ARI/AMI for the student before taking the third administration that meets Student Success Initiative (SSI) guidelines.
- F. If a student in 10<sup>th</sup> or 11<sup>th</sup> grade, in the 2010-2011 school year or earlier, has been receiving grade-level instruction TEKS in science and/or social studies with accommodations routinely provided that are unallowable on TAKS, the ARD/IEP meeting may consider TAKS† (w/ accommodations). If the student has been receiving instruction with a modified curriculum, the ARD/IEP meeting may consider STAAR-Modified for 5<sup>th</sup> or 8<sup>th</sup> grade; or EOC-Modified for 10<sup>th</sup> or 11<sup>th</sup> grade for science and social studies. If the student has been receiving instruction with an alternate curriculum, the ARD/IEP meeting shall consider TAKS-Alt, STAAR-Alternate, or EOC-Alternate for science and social studies. If a student is ARD/IEP for TAKS-Alt/STAAR-Alternate/EOC-Alternate for any subject, the student must take TAKS-Alt/STAAR-Alternate/EOC-Alternate for all subjects.
- G. For students K-2, the determination of the state assessment at 3<sup>rd</sup> grade should be based on the curriculum the student is receiving in the 3<sup>rd</sup> grade. If the student is receiving instruction with a modified curriculum, the ARD/IEP meeting should consider STAAR-Modified. If the student is receiving instruction with an alternate curriculum, the ARD/IEP meeting shall ARD/IEP for STAAR-Alternate. If a student is ARD/IEP for STAAR-Alternate for any subject, the student must take STAAR-Alternate for all subjects.
- H. Prior to a referral for special education evaluation, detailed data collection including performance over time on state assessments, formative classroom assessment, attendance, dates of the intervention sessions, EIT documentation regarding specific response to the intervention and report card review must indicate a need for special education testing. The review will help rule out or confirm the possible existence of a disability and possibly determine the reason for referral.
- I. Prior to a referral for special education evaluation, detailed data collection including performance over time on state assessments, formative classroom assessment, EIT review of response to research based interventions and report card review must indicate a need for special education testing. The review will help rule out or confirm the possible existence of a disability and determine the reason for referral.
- J. Prior to or as part of the referral process for special education, it must be determined during the evaluation that a student suspected of having a learning disability was provided appropriate high quality, research based intervention in general education, including that the instruction was delivered by qualified personnel and data based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction was provided to the student's parents.

## VIII. TRANSITION AND GRADUATION

- A. Transition Planning needs to be developed for each student with a disability beginning on or before the student's 14<sup>th</sup> birthday. If the student's disabilities indicate a need for agency support and there is a wait for services from that agency, the Transition Plan may need to be developed before the student's 12<sup>th</sup> birthday or earlier if necessary. The

Transition Plan should be based on the student's preferences, interests and post secondary expectations and should be updated annually. The school district will identify needed transition services as a coordinated set of activities and identify interagency responsibilities and needed linkages.

- B. Transition planning should include the student, parent/guardian, and to the extent appropriate, general education, special education, career and technology education, and representatives of participating agencies. The Transition Plan should address anticipated outcomes in the areas of student involvement, parental involvement, post-secondary education options, functional vocational evaluation, employment goals and objectives, availability of age-appropriate instructional environments, independent living goals and objectives, and agency involvement. The Transition Plan should be reviewed annually.
- C. The annual Admission, Review and Dismissal (ARD/IEP) committee meeting will review the Transition Plan and Transition Matrix and determine which components of the plan are the responsibility of the school district and should be incorporated into the IEP.
- D. A student that is at least 14 years old who is being considered for initial placement in special education is not required to have a Transition Plan until his/her ARD committee determines that he/she is eligible for special education. Once eligibility is determined, the Transition Plan must be developed within 30 days of the date of the student's enrollment in special education (given the 5-day advance notice requirement for inviting agency participants to initial ARD meeting).
- E. For a transfer student who is at least 14-years old and without a current Transition Plan, a Transition Plan must be developed within 30 days of the date of the student's enrollment in the district (given the 5 day advance notice requirement for inviting agency participants to an ARD meeting).
- F. For a transfer student who is 13 years old and who will turn 14 in less than 30 days from the transfer date, a Transition Plan must be developed within 45 days of the date of the student's enrollment in the district (given the 30 day advance notice requirement for inviting agency participants to an ARD meeting)
- G. When the purpose of the ARD/IEP meeting is the consideration of transition services for a student, the notice will:
  - 1. Indicate this purpose
  - 2. Indicate that the district will invite the student (beginning at age 13), and
  - 3. Indicate that the district will invite the parent of a student under the age of 18 years,
  - 4. Identify any other agency that will be invited to send a representative.
- H. The Transition Matrix will be completed at all grade levels. The grid is completed by parent, teacher and/or student, depending on the student's age. The matrix looks/ranks the functional ability the student is capable of doing the day the matrix is completed.
- I. All students in special education graduate with a regular diploma. Modified curriculum is indicated on the AAR (transcript) with a V-code.
- J. Students in special education may graduate on one of three different graduation plans: Distinguished, Recommended, and Minimum. Any student using a modified curriculum must graduate on the Minimum plan.

- K. Students in special education may graduate on a Minimum Plan with the following criteria:
1. Using a modified curriculum in core classes;
  2. Graduating with 26 credits;
    - a. Student has been receiving a modified curriculum in any classes.
    - b. Student is not in “credit trouble”. They have not failed core subjects and are not behind on these credits.
    - c. Student is on target to graduate in 4 years from the day of enrollment for the first time as a 9<sup>th</sup> grader.
  3. Graduating with 22 credits.
    - a. Student is at risk.
    - b. Student is in “credit trouble”. They have failed core subjects and are behind on their credits. Students may be in On-Line Learning to make up these credits.
    - c. Student is will take 5 years or more to graduate from the day of enrollment for the first time as a 9<sup>th</sup> grader.
- L. There are 5 different options for graduation for students in special education.
1. Graduation Outcome B (1) - (Regular Graduation w/ TAKS/TAKS<sup>†</sup> w/ accommodations or STAAR-EOC) Students must meet satisfactory performance on a required state assessment. Students may receive accommodations. Students will be graduating on either the Distinguished or Recommended Plan.
  2. Graduation Outcome B (2) – (Regular Graduation w/ TAKS/TAKS<sup>†</sup> w/ accommodations or STAAR-EOC) The student’s ARD committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation. Students may receive accommodations, but not any modifications. Students will be graduating on the Minimum Plan.
  3. Graduation Outcome B (3) – Graduation by IEP (Modified Curriculum) Students will be taking a modified state assessment, such as TAKS-Modified or STAAR EOC Modified or STAAR EOC Alternate. The ARD committee has determined that the student has successfully completed:
    - a. one of the following conditions, consistent with the student’s IEP,
      1. full-time employment,
      2. demonstrated mastery of specific employability skills and self-help skills, or
      3. access to services.

The ARD committee determines whether satisfactory performance on a required state assessment shall also be required for graduation.

4. Graduation Outcome B (4) – Graduation by End of Age Eligibility. A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

## IX. INSTRUCTIONAL PROGRAM

- A. The Aldine Independent School District provides a comprehensive special education instructional program for eligible students as mandated by constitutional and statutory laws and regulations and ensures that students with disabilities are educated, to the extent appropriate, with students who are not disabled.
- B. A variety of instructional arrangements and settings are provided along a continuum from the least restrictive to the most restrictive environment. The Admission, Review and Dismissal (ARD) committee, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional setting(s) for the student. Consideration of placement should begin with general education as the least restrictive environment. The ARD committee should carefully justify movement along the continuum toward more restrictive environments.
- C. Each student with disabilities will have available a six-hour instructional day and seven-hour school day as provided for all other students. The ARD committee will determine the appropriate instructional setting and length of the instructional day as appropriate for each student with disabilities. Three year old students' length of day is generally considered to be one half day.
- D. As determined by the ARD committee, students may be served in a combination of appropriate instructional arrangements during any given semester.
  1. **Mainstream (40).** This instructional arrangement provides special education instruction and related services to a student with disabilities in the general education classroom in accordance with the student's individual education plan (IEP). Qualified special education personnel must be involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student, and/or the student's general classroom teacher(s) necessary to enrich the general education classroom and enable student success. Examples of services provided in this instructional arrangement/setting include, but are not limited to, direct instruction, in class support, support facilitation, co-teaching, interpreter, para educators, curricular or instructional modifications/accommodations, special materials/equipment, consultation with the student and his/her general classroom teacher(s) regarding the student's progress in general education classes, staff development, and reduction of ratio of students to instructional staff. This arrangement is also utilized for students with disabilities ages 4-5 who are PK eligible and are served in a PK classroom by a PK and a special education teacher.
  2. **Resource Room (41).** This instructional arrangement provides special education instruction and related services to a student with disabilities in a setting other than general education for less than 21% of the student's instructional day. Such settings include resource and/or related services provided out of the general education class room. This instructional arrangement is utilized when services are provided for a certain amount of time

each week out of the general education class room. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor.

3. **Resource Room (42).** This instructional arrangement provides special education instruction and related services to a student with disabilities in a setting other than general education for at least 21% and less than 50% of the student's instructional day. This arrangement is also utilized for students with disabilities, ages 3-5 who are in an inclusion PK class and do not meet the criteria for Pre-Kindergarten.
4. **Self-Contained, Mild/Moderate/Severe, Regular Campus (43).** This instructional arrangement provides special education instruction and related services to a student with disabilities in a special education setting on a regular campus for at least 50% and no more than 60% of the student's instructional day.
5. **Self-contained, Mild/Moderate/Severe, Regular Campus (44).** This instructional arrangement provides special education instruction and related services to students with disabilities in a special education setting on a regular campus for more than 60% of the student's instructional day. This arrangement is utilized for students with disabilities, ages 3-5 that receive any instruction in the general education setting.
6. **Full-time Early Childhood Special Education (45).** This instructional arrangement provides special education instruction and related services to students with disabilities, ages 3-5 in a special education setting for **all** of the student's instructional day.
7. **Off Home Campus-Separate Campus (96).** This instructional arrangement setting on a campus designated as a campus that **only** serves students in special education. This arrangement includes services provided to special education students at an off-campus facility leased or arranged for by Aldine for the purpose of providing special education to Aldine students.
8. **Homebound (01).** This instructional arrangement provides special education instruction in the student's home or hospital room within the Aldine ISD boundaries. This instructional arrangement is used for eligible students with disabilities who are served at home or hospital bedside. Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by local district policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. Homebound instruction may also be used for students with disabilities ages three through five for whom the ARD committee has determined that homebound is the appropriate instructional placement. Students served in the homebound instructional arrangement must be served at least two hours each week if a half day student or at least four hours each week if a full-time student in order to generate eligible days present.
9. **Hospital Class (02).** This instructional arrangement provides special education instruction in a classroom in **a hospital facility or an approved residential care and treatment facility** not operated by Aldine. Students with disabilities served, but not residing in the facility, are considered to be in an off home

campus instructional arrangement. If the students residing in the facility are provided special education services on a school campus, they are **not** considered to be in a hospital class. An example of this arrangement would be students residing and attending school at a privately run facility. (examples: students attending class at Guardian Angels, Renewed Strength etc; student does not come to an Aldine campus).

10. **Residential Care and Treatment Facility (Not School District Resident) (81-89).** This instructional arrangement provides special education instruction to students with disabilities who **reside in care and treatment facilities** (including licensed foster homes) and whose parents do not reside within the boundaries of the school district providing educational services to the students. **In order to be considered in this arrangement, the services must be provided on a school district campus.** If the instruction is provided at the facility rather than on a school district campus, the instructional arrangement is considered to be the hospital class arrangement (02) rather than this instructional arrangement. Placement of a student at the facility for care and/or treatment does not automatically make the student eligible for special education. Students must meet special education eligibility requirements in order to assign this code. An example of this arrangement would be students residing at a residential facility such as Guardian Angels or Renewed Strength **and** attending school on **an Aldine campus.**
  - a. 81, residential care and treatment facility-mainstream
  - b. 82, residential care and treatment facility-resource room-less than 21%
  - c. 83, residential care and treatment facility-at least 21% and less than 50%
  - d. 84, residential care and treatment facility-self-contained, mild/moderate/severe, regular campus; at least 50% and no more than 60%
  - e. 85, residential care and treatment facility-self-contained, mild/moderate/severe; regular campus; more than 60%
  - f. 86, residential care and treatment facility-separate campus
  - g. 87, residential care and treatment facility-community class
  - h. 88, residential care and treatment facility-vocational adjustment class
  - i. 89, residential care and treatment facility-full time early childhood special education setting
11. **Nonpublic Day School (60).** This instructional arrangement provides special education instruction to students through a contractual agreement with a nonpublic school approved for special education. This setting does NOT generate ADA or contact hours and should be reported with an ADA eligibility code of 0-enrolled, not in membership. An example of this arrangement would be New Day Treatment Facility.
12. **Speech Therapy (00).** This instructional arrangement provides speech therapy services. Students who are provided speech therapy services only are not eligible to be counted for any other instructional arrangement. If the student receives only monitor or consult services, the instructional arrangement would be mainstream (40).
13. **Residential Nonpublic School (50).** This instructional arrangement provides special education and related services to students through a contractual agreement with an approved residential nonpublic school. Students are placed



in a residential nonpublic school through the ARD process. This setting does NOT generate ADA or contact hours and should be reported with an ADA eligibility code of 0-enrolled, not in membership.

14. **State School for Persons with Mental Retardation (30).** This instructional arrangement provides special education instruction to students who currently reside at a state school when the services are provided at a state school location.
  15. **Texas School for Blind.** This setting is for those students who are provided special education and related services at the Texas School for the Blind and Visually Impaired. This instructional arrangement does not generate ADA or contact hours and should be reported with an ADA eligibility code of 0-enrolled, not in membership.
  16. **Texas School for Deaf.** This setting is for those students who are provided special education and related services at the Texas School for the Deaf. This instructional arrangement does not generate ADA or contact hours and should be reported with an ADA eligibility code of 0-enrolled, not in membership.
  17. **System for Early Acquisition of Learning Skills (SEALS). (EE-45-Aldine Entry code-I, State Eligibility-0)** This instructional arrangement provides a language-based program conducted by a speech pathologist and a special education teacher for three and four year olds for whom placement in Pre-School Program for Children with Disabilities (PPCD) is determined not to be the least restrictive placement. The students in this program attend school for two two-hour sessions per week. Special transportation services are available as are other educationally needed related services. To attend the program the student must meet criteria as Speech Impaired (SI) or as Auditorially Impaired (AI). A student may have other disabilities but must have the disability of SI or AI.
- E. Special classes in a facility not operated by Aldine but in which district special education personnel are assigned to serve eligible students with disabilities.
1. Hospital class or hospital bedside (see subsection VII.10 above)
  2. Approved nonpublic school day program (see subsection VII.12 above)
  3. Multi-district class such as special cooperative classes funded through the education service center or approved cooperatives, i.e. regional day school for the deaf program
- F. Other instructional settings that may be developed with approval from the Aldine Board of Education, the Texas Education Agency, and in compliance with State Board of Education rules and regulations:
1. Contracts with approved nonpublic day schools where the student continues to reside with the parent or guardian;
  2. Approved education programs operated by or under the supervision of other units of state government, and
  3. Contracts with private residential schools in the state, approved by the Texas Education Agency.

- G. Other program options, which may be considered for the delivery of special education services to eligible students, may include:
  - 1. Contracts with other school districts, and
  - 2. Other program options as approved by the Texas Education Agency
  
- H. Policies and procedures regarding students with disabilities placed by Aldine in approved nonpublic schools. This setting does not generate ADA or contact hours and should be reported with an ADA eligibility code of 0-enrolled, not in membership.
  - 1. Aldine may contract with approved nonpublic schools on a day or residential basis.
  - 2. Approved nonpublic schools include nonpublic school programs for students who reside with parent or guardian on a day-by-day basis and residential nonpublic school programs.
  - 3. Nonpublic school programs for students contracted on a day basis include mental health or mental retardation facilities or both under the jurisdiction of the Texas Department of Mental Health and Mental Retardation which have been in operation at least one year and private facilities which have been in operation for at least two years under appropriate licensure by the Texas Department of Human Services.
  - 4. Nonpublic schools for students contracted on a residential basis include public and private facilities, which have been in operation at least two years under licensure by the Texas Department of Mental Health and Mental Retardation, Texas Department of Human Services, as appropriate.
  - 5. Aldine may contract for residential placement only with schools or facilities, which are approved by the commissioner of education.
  
- I. Policies and procedures regarding students with disabilities placed by Aldine in Texas School for the Blind and Visually Impaired or Texas School for the Deaf
  - 1. Through the ARD process, Aldine may request the provision of services from the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) provided that the student is eligible for the services of the school from which services are being requested according to criteria developed by both schools as delineated in State Board of Education (SBOE) rules and regulations.
  - 2. Students are admitted to the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf according to criteria developed by both schools as delineated in SBOE rules and regulations.
  
- J. Policies and procedures regarding students with disabilities in Intermediate Care Facilities for the Mentally Retarded (ICF-MR)
  - 1. The Texas Department of Human Resources (TDHR) and the Texas Education Agency (TEA) are required by the Texas Education Code to develop and each by rule to adopt a memorandum of understanding relating to certain respective responsibilities of school districts and intermediate care facilities for the mentally retarded. School-age individuals residing in an ICF-MR are for

- purposes of education, residents of the school district in which the ICF-MR is located.
2. Each school district in which an ICF-MR is located will ensure that all school-age residents of the ICF-MR are provided free appropriate public education in the least restrictive environment. The decision as to the least restrictive educational arrangement for such a resident must be based on the individual's needs and cannot be based on other issues, such as the most convenient arrangement for the ICF-MR and/or the school district.
  3. An Aldine ARD committee determines in accordance with federal regulations that the ICF-MR is the least restrictive instructional arrangement for an ICF-MR resident and the committee documents in the resident's IEP that such an educational arrangement is consistent with the resident's medical and treatment needs.
  4. The TDHR and TEA assures that the responsibilities for the provision of educational space, educationally related services, and noneducational treatment services for school-age individuals who reside in those facilities are consistent with state and federal law and rules and regulations relating to the state medical assistance program and the education of all students with disabilities.
- K. Policies and procedures regarding students with disabilities who are enrolled in a parochial or private school. (See Section XVI within this document for procedures regarding placements/interactions with private schools.)
- L. LRE considerations for out-of-district, nonpublic, or residential placements. Any out-of-district, nonpublic, or residential placement must be based on the student's IEP and represent the least restrictive environment in which the student's needs could be met.
- M. For out-of-district, nonpublic, residential, TSBVI, or TSD placements, annually the ARD/IEP report includes:
1. Services the district was unable to provide which the contract facility, TSBVI or TSD was able to provide.
  2. The IEP shall include an estimated time frame for returning the student to Aldine ISD and
  3. AISD will provide transportation at the beginning and end of the term and for regularly scheduled school holidays when students are expected to leave the residential campus. The district is not responsible for transportation costs for students placed at TSBV/TSD by their parent. Transportation costs shall not exceed state approved per diem and mileage rates unless excess costs can be justified and documented. When it is determined necessary for the safety of the student, for an adult designated by the ARD committee to accompany the student, round-trip transportation for that adult shall also be provided.
- N. For out-of-district, nonpublic, or residential placements, the ARD/IEP report annually includes:
1. Prior to the initial ARD to place the student at the facility, a visit must be made to review the facilities and the instructional program to ensure that the student's needs can be met, the facility can and will provide services listed in the IEP and the facility offers an appropriate program for the student;

2. Prior to **each** annual ARD, visits are made to the contract facility to determine if the facility remains appropriate, the facility can and will provide the services listed in the IEP and the facility offers an appropriate program for the student;
3. Assurance that the contract facility continues to meet minimum health standards;
4. Documentation of the continuing need for placement.
5. A program director of special education will make the initial and annual visits.
6. The program director assigned to the facility will let the assessment specialist know of the outcome of the visits.

O. For out-of-district, nonpublic, or residential placements, the district annually maintains a report of its visit to the facility, which documents that:

1. Prior to the initial ARD to place the student at the facility, a visit was made to review the facilities and the instructional program to ensure that the students' needs can be met, the facility can and will provide services listed in the IEP and the facility offers an appropriate program for the student;
2. Prior to **each** annual ARD, visits are made to the contract facility, to determine if the facility remains appropriate, the facility can and will provide the services listed in the IEP and the facility offers an appropriate program for the student;
3. A log of each visit must be maintained and turned in to the executive director of special education.
4. An annual report regarding the student's progress and stating the facility continues to meet the criteria for a safe and orderly environment is written and turned in to the executive director of special education.
5. The program director of special education assigned to the facility will make the visits, maintain the log and will turn in the annual report to the executive director of special education.

P. Extended School Year (ESY)

Extended school year services (ESY) are defined as individualized instructional programs beyond the general school year for eligible students with disabilities who are enrolled in Aldine's special education program. Any decision concerning ESY will be based on the follow criteria:

1. The need for ESY must be determined on an individual student basis by the Admission, Review and Dismissal (ARD) committee. In determining the need for and in providing ESY services, a school district may not:
  - a. Limit ESY services to particular categories of disability, or
  - b. Unilaterally limit the type, amount, or duration of ESY services.
2. The district or the parent may request that the ARD committee discuss ESY.
3. The need for ESY must be documented from formal and/or informal evaluations provided by the district or the parents. The documentation will demonstrate that in one or more critical areas addressed in the current IEP objectives, the student

has exhibited or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable time period when there are breaks in school for holidays, long weekends etc. Severe or substantial regression shall mean that the student has been, or will be unable to maintain one or more acquired critical skills in the absence of ESY services.

4. The reasonable time period for recoupment of acquired critical skills will be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills is particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY may be justified without consideration of the time period for recoupment of such skills. In any case, the time period for recoupment shall not exceed eight weeks.
5. Existence of any of the following circumstances at the end of the first eight weeks of the school year will be evidence of the need to consider ESY at the next annual review of the student's IEP:
  - a. Unplanned placement in a more restrictive instructional arrangement;
  - b. Significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum,
  - c. Significant loss of self-sufficiency in self-help skill areas as evidenced by an unplanned increase in the number of direct service staff and/or amount of time required to provide special education or related services,
  - d. Loss of planned access to community-based independent living skills instruction or an unplanned increase in the number of direct service staff and/or amount of time required to provide special education or related services,
  - e. Loss of planned access to on-the-job training or productive employment as a result of regression in skills.
  - f. The provision of ESY is limited to the educational needs of the student and will not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to or the same as the ESY addressed in the student's IEP. No student shall be denied ESY because the student receives care and treatment services under the auspices of other agencies.
6. When ESY is considered but rejected and the student is unable to recoup critical skills after the reasonable time period because of the lack of ESY services, the ARD committee shall reconsider appropriateness of the current IEP and ESY status for the coming year.
7. For students enrolling in a district during the school year, information obtained from the prior district as well as information collected during the current year may be used to determine the need for ESY services.
8. For students receiving assistive technology services, supplementary aids or modifications, those services should continue to be provided in ESY.

9. Districts are not eligible for reimbursement for ESY services provided to students for reasons other than those set forth in this section.
10. ESY services are not automatic year after year.
11. Decision
  - a. The decision as to whether a student receives ESY services is decided at the ARD committee meeting.
  - b. The ARD committee will review and modify the current IEP specifying the goals and objectives to be implemented for ESY services.
  - c. The ARD committee decision is subject to a request for an impartial hearing if either the parents or school disagree with the decision.

Q. Field Trips, Community-based Instruction (CBI), and Recreation-Leisure Activities

1. Field Trips

Special education will follow the district policies and procedures for field trips. Field trips are educational in nature. They are not considered to be an extension of the student's individual education plan (IEP). However, they should be educational in nature. Refer to the Aldine ISD's teacher handbook for field trip guidelines and parent permission forms. These requests must go through general education. Special education is not responsible for field trips. Transportation for students with physical disabilities must be arranged through general education. Field trip costs and fees, including transportation for students with physical disabilities, must be assessed through building policies and procedures. The following destinations would be examples of field trips: museums, zoo, Oil Ranch, air show, tours (police station, fire station), Houston Livestock Show and Rodeo, plays, Carol's Country Place, IMAX Theater, Old MacDonald's Farm, and concerts.

2. Community-based Instruction or Community-based Vocational Instruction

Community-based Instruction (CBI) or Community-based Vocational Instruction (CBVI) trips are to be utilized solely for educational purposes. Throughout the course of each CBI/CBVI trip, teaching personnel will be actively engaged in student instruction at all times. School bus drivers are not responsible for supervising students during CBI/CBVI activities.

CBI/CBVI is an important component of the Structured Learning program and is directly related to each student's IEP. CBI/CBVI's should be conducted within the school building first and then in the student's community.

The instructor identifies the appropriate objectives from the student's IEP to be targeted for the CBI/CBVI. CBI/CBVI sites are then selected based on the student's IEP goals and objectives, site availability, and parental information.

The instructor will complete a separate Functional Skills Inventory for each student. The Functional Skills Inventory is used by the instructor at the CBI/CBVI site for documentation of student progress. Students requiring additional instruction to master targeted IEP goals/objectives should continue to return to the same site. The instructor should continue to document student progress on the Functional Skills Inventory form for each repetition of the

CBI/CBVI trip and each subsequent request should include the Functional Skills Inventory charted with previous trials. New sites should generate new Functional Skills Inventories.

It is required that the following forms be in the possession of the supervising staff during every CBI/CBVI trip:

- a. Completed Emergency Information/Medical Release Form
- b. Signed Parent/Guardian Permission for the Community-based Instruction or Community-based Vocational Instruction form (a new form is required for each trip)
- c. Functional Skills Inventory

CBI/CBVI activities are appropriate for students of all ages and should be directly correlated to each student's IEP. CBI/CBVI trips outside the school building per campus are as follows:

a.	k-4 <sup>th</sup> grade	0	CBI per semester; all preparations should take place on campus
b.	5 <sup>th</sup> -6 <sup>th</sup> grade	1	CBI per semester
c.	7 <sup>th</sup> -8 <sup>th</sup> grade	2	CBI per semester
d.	9 <sup>th</sup> grade	3	CBI per semester
e.	10 <sup>th</sup> grade	6	CBI per semester
f.	11 <sup>th</sup> grade	9	CBI per semester
g.	12 <sup>th</sup> grade	12	CBI per semester

For deaf education, number of recommended CBI activities per level will be determined by the school and program director of special education working with the deaf education program.

3. CBVI

For grades 9 through 12, CBVI trips to job sites occur as the class starts utilizing vocational skills in the course requirements. CBVIs should be conducted within the school building first and then in the student's community.

4. Recreation-Leisure Activities

Recreation-Leisure activities are curriculum-based opportunities for students to learn specific skills in recreational activities that they can continue in post secondary settings. The following are examples of recreation-leisure activities: fishing, bowling, public library, and movies. The number of recreation-leisure activities are as follows:

- a. k-4<sup>th</sup> no recreation-leisure activities
- b. 5<sup>th</sup>-6<sup>th</sup> one recreation-leisure activity per semester

- c. 7<sup>th</sup>-8<sup>th</sup> two recreation-leisure activities per semester
- d. 9<sup>th</sup> three recreation-leisure activities per semester
- e. 10<sup>th</sup>-12<sup>th</sup> four recreation-leisure activities per semester

The following forms are needed for Recreation-Leisure activities:

- a. Completed Emergency Information/Medical Release Form
- b. Signed Parent/Guardian Permission (a new form is required for each trip)
- c. Functional Skills Inventory

As with CBI trips, each subsequent Recreation-Leisure activity to the same site will require resubmission of the Functional Skills Inventory shared with trials from the previous activity.

5. Request for School Bus Transportation

In order to obtain a bus for Community Based Outings or Recreation-Leisure activities, a Request for School Bus Transportation must be submitted through the [easytriprequest.com](http://easytriprequest.com) website. These forms must reach your program director by the 5<sup>th</sup> of each month prior to the month of the outing to insure submission to the Transportation Department.

The principal and other appropriate personnel will be notified by the easy trip system for approval. Also, consider pairing with another Structured Learning class or campus either by geographic area or vertical area.

X. RELATED SERVICES

- A. Related services means transportation and such developmental, corrective, and other supportive, services required to assist a student with a disability to benefit from special education. Exception is services that apply to students with surgically implanted devices, including cochlear implants. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (ex. mapping), maintenance of that device or the replacement of that device.
- B. The Admission, Review, and Dismissal committee must determine whether related services are needed to enable the student to meet the annual goals set out in the IEP of the student and to participate as appropriate, in the general curriculum.
- C. These services may include, but are not limited to, the following:
  - 1. Audiology services
  - 2. Counseling services
  - 3. Interpreting services
  - 4. In-Home Training
  - 5. Medical diagnostic services



6. Occupational Therapy
7. Orientation and Mobility
8. Parent Training
9. Physical Therapy
10. Psychological Services
11. Recreation Therapy
12. Rehabilitation Counseling
13. School-Health
14. Social Work
15. Speech-Language Pathology
16. Special Transportation

D. Eligibility of a special education student for related services will be determined by the Admission, Review, and Dismissal committee based on:

1. A written report of evaluation from registered, certified, or licensed related services personnel documenting that the student meets the criteria for eligibility for the related service and that the service is needed for the student to benefit from special education.
2. Evidence in the individual educational plan that any and all related services to be received by a special education student are integrated into the total individual education plan for the student.
3. Medical referral for specific service when required.

E. Transportation

1. Special education transportation is considered a related service for students residing in the Aldine Independent School District.
2. The Admission, Review, and Dismissal committee will:
  - a. Establish the student's eligibility for special education services
  - b. Establish the student's need for special transportation
3. Special transportation, if determined by an ARD to be a needed related service, will be utilized to transport students with disabilities to the school the student is zoned to attend based on his/her address.
4. If the area superintendent/assistant superintendent grants a change of campus at parent request and the special education program the ARD has deemed appropriate is available at the campus the student is zoned to attend by their address, the parent must provide transportation to the new school for their child.

5. Students with a medical condition who are not served in special education may utilize special transportation as arranged by the school nurse.
6. Bus discipline problems are reported to the building administration where the student in special education attends.
7. Special education drivers are required to wait three minutes for their pickup.
8. A parent/legal guardian or adult designee must be at the designated drop off point. For certain students, an ARD may determine that the parent may waive this requirement for their child.
9. If an adult is designated to meet their child at the drop off point and he/she is not there, the bus will return the student to the campus or to the bus barn.
10. The following procedures will be utilized in the event of a medical emergency while a student is being transported:
  - a. All special transportation buses will:
    1. Stop bus.
    2. Call 911 and state your location.
    3. Call special transportation
    4. Dispatch will call the nearest campus and the campus of attendance.
    5. Go to nearest school campus with a school nurse, or
    6. Go to the nearest fire station
    7. If necessary, EMT can meet bus at your location.
  - b. Warning signs for respiratory distress:
    1. Restless
    2. Abnormal sweating
    3. Labored breathing (hard breathing)
    4. Blueness around the lips or changes from the normal color
  - c. Students with suctioning needs (Oral or Trachea):
    1. Stop bus.
    2. Cell phones are placed on these buses.
    3. Call 911 and state your location.
    4. Call Lane school or student's campus.
    5. Call special transportation.

6. Stay with student.
7. Speak with the school nurse.
8. State who you are.
9. State where you are.
10. State the problem.
11. Reposition the tube only if you are trained to do so.
12. In case of severe secretion problems, suction to clear the airway.

## XI. INSTRUCTIONAL MATERIALS FOR SPECIAL EDUCATION STUDENTS

A. Funding for special education instructional materials is obtained through various sources. Federal guidelines, State Board of Education rules, and district policies and procedures determine the types of items, which can be purchased from each source.

1. Local funds
  - a. Copying/outside Printing services
  - b. Telephone services
  - c. General office supplies
  - d. Delivery services
  - e. Repairs for technology equipment
  - f. Travel (depending on purpose)
  - g. Salary supplements
  - h. Instructional materials and equipment
  - i. Routine classroom supplies

### 2. State funds

State special education funds can be used to buy supplemental instructional materials and equipment, special materials, supplies, and equipment, maintenance agreements, travel which directly relates to a student's IEP and which are not part of the general classroom. Items, which can be found in general classroom, such as desks, tables, chairs, bulletin boards, or chalkboards, overhead projectors, maps, etc. **cannot** be purchased with state special education funds. Routine furniture must be provided by the campus or district as it is for general education. State funds can not supplant local funds only supplement them.

- a. Special materials include media packages, kits, assistive devices, teaching games/materials, books or items needed to support instruction and related services for special education students.
- b. Special supplies include consumable instructional supplies but not office or routine classroom supplies. Consumables are instructional materials, which are used, in a one-year period. Routine classroom supplies are defined as regular supplies for classroom use purchased with the same amount of money as that spent for classroom supplies for general education. Routine classroom supplies must be provided by the campus or district as it is for general education.
- c. Special equipment includes:
  1. Adaptive equipment or assistive technology such as communication devices and special seating or items needed for related services,
  2. Technology used to provide or improve instruction for students with disabilities,
  3. Computers used by students with disabilities for instruction,
  4. Computers or other equipment for administrative purposes if bought with the 15 percent administrative cost portion.

### 3. Federal funds

Federal funds can supplement state funds for special education instructional materials and supplies. When state funds are depleted, federal funds may be used to buy the same items as state money - material, instruction supplies, equipment, or personnel. Federal funds can not supplant local funds; only supplement them.

## B. Textbooks for Special Education

1. Students enrolled in special education programs are entitled to the same percentages of state adopted textbooks as general education students. Textbook selection should be based on individual needs. State adopted textbooks used in Texas public schools are available to students with disabilities at the grade level on which they are achieving.
2. Forms for obtaining textbooks are distributed by the Division of Textbooks at the Texas Education Agency. To obtain textbooks, these instructions should be followed:
  - a. Include students enrolled in special education programs in the district's total enrollment figure. This figure is the basis for textbook requisitions.
  - b. Include teachers of students who are disabled in the count for each grade and subject level taught so that teacher's editions, manuals, and guides can be provided.

3. Textbooks, materials, and media for students with visual impairments:
  - a. Students with visual impairments will be furnished special textbooks and other special materials as required by state and federal statutes.
  - b. Visually impaired students are registered with the Texas Education Agency by the first Monday of every January. This annual registration verifies the student's eligibility for state-funded educational materials. Part of the state funds allocated to special education programs for personnel, materials, appraisal, and consultation services for all eligible students with disabilities can be used to acquire special materials for students who are visually impaired.
  - c. When materials and media for students with visual impairments are not available from other sources, supplemental funding for these items may be requested from the Texas Education Agency.

## XII. APPOINTMENT OF A SURROGATE PARENT

- A. A program director of special education will appoint a surrogate parent for any student who is a possible candidate for special education if one of the following circumstances occurs before a referral can be initiated.
  1. A parent cannot be identified.
    - a. The term "parent" is defined as follows:
      1. a natural, adoptive, or foster parent of a child  
  
{The definition has been expanded to include a "foster" parent unless prohibited under state law. Texas has no such prohibitions. The definition also indicates that a child who has a foster parent is not considered a ward of the state. Therefore, the child does not need a surrogate parent. }
      2. a guardian (but not the state if the child is a ward of the state or a guardian ad litem)
      3. an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.
  2. Aldine Independent School District (AISD), after reasonable efforts, cannot discover the whereabouts of a parent.
  3. The child is a ward of the state under the laws of Texas. A copy of the court order should be placed on the left side of the legal folder. If parental rights have not been terminated, the parent will be invited to participate in the ARD/IEP meeting for their child.
- B. Appointment of a District Surrogate Parent
  1. Following the determination that no parent can be identified, the whereabouts of the parent cannot be determined or the student is a ward of the state (parental rights have been terminated temporarily or permanently) the assessment

specialist or speech pathologist will contact the program director of special education to request the assignment of a district surrogate parent.

2. The Surrogate Parent/District Surrogate may represent the student in all matters relating to:
  - a. The identification, evaluation, and educational placement of the student
  - b. The provision of a Free Appropriate Public Education (FAPE) to the student
3. The Surrogate Parent/District Surrogate must agree to:
  - a. Visit the student and the student's school
  - b. Consult with persons involved in the student's education, access Parent Connect and TRIAND, parent portal etc.
  - c. Review the child's educational records
  - d. Attend ARD meetings
  - e. Exercise independent judgment in pursuing the child's interests
  - f. Complete a training program in which the individual is provided with an explanation of the provisions of federal and state laws, rules, and regulations relating to:
    1. The identification of a student with a disability
    2. The collection of evaluation and re-evaluation data relating to a student with a disability
    3. The ARD committee process
    4. The development on an individual education plan (IEP) and for a student who is at least 16 years of age, an individual transition plan (ITP). For students with autism the ITP will occur at age 12.
    5. The determination of least restrictive environment
    6. The implementation of an IEP
    7. The procedural safeguards
  - g. Upon completion of surrogate training the surrogate parent signs Surrogate Parent Letter of Agreement (SE-38a) and Documentation of Required Surrogate Training (SE-38b) forms. The original copies of both forms go on the left side of the legal folder. Copies of both forms are sent to the program director for special education. The surrogate parent is also given a certificate for Surrogate Training (SE-38c). The original copy of the certificate is given to the parent and a copy sent to the program director.

- h. Once a surrogate has completed a training program conducted by the DPRS, the district, Region IV, or another entity that receives federal funds to provide Individuals with Disabilities Education Act (IDEA) training, the surrogate will not be required to complete additional training in order to continue serving as the student's surrogate parent or to serve as the surrogate parent for another student with disabilities. The district may offer ongoing or additional training to which the surrogate will be invited to; however, the surrogate parent who has received the required training may not be denied the right to continue serving as a surrogate parent on the grounds that the surrogate parent has not been trained.
- 4. The district may select a surrogate who is an employee of a nonpublic agency that only provides non-educational care for a student and who meets the above criteria. A person who is otherwise qualified to be a surrogate parent is not an employee of the school district solely because he or she is paid by the district to serve as a surrogate parent.
  - 5. The surrogate parent:
    - a. May not be an employee of TEA, AISD, or any other agency (state, county, or local) that is involved in the education or care of the child (like caseworkers or probation officers).
    - b. Must have no interest that conflict with the interests of the student that he/she represents. If a conflict of interest exists, Determination of Conflict of Interests form (SE-39a) is completed. The original copy of the form is placed in the left side of the folder and a copy sent to the program director.
    - c. Must have knowledge and skills that ensure adequate representation of the interests of the student.

### XIII. PROCEDURAL SAFEGUARDS

#### A. Notice

- 1. The parent or guardian is notified in writing in their native language:
  - a. In a reasonable time before the district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement, the notice must include a description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take action, and a description of any options the district considered and the reasons why those options were rejected.
  - b. Of a description of evaluation procedures, tests, records or reports.
  - c. Of the requirements of educational record keeping and the rights to any matter relating to the identification, evaluation, or educational placement of the student, or the provision of a free appropriate public education to such student.
  - d. Of their rights if the parent or guardian chooses to formally challenge the contents of the student's educational record.

- e. Of their rights and responsibilities in the development of the student's individual education plan.
  - f. Of their rights if the parent or guardian chooses to formally challenge their child's individual education plan including the determination of educational placement.
  - g. Of their rights to hearings and appeals.
2. If the native language of the home or other mode of communication of the parent or the legal guardian is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, the parent understands the content of the notice, and there is written evidence that the foregoing two requirements have been met. The district documents the time of notification and evidence of the parent and/or guardian's understanding of the contents of the notification.
  3. If a parent/legal guardian refuses or otherwise does not give consent prior to the initiation of formal evaluation procedures or for initial special education services, Aldine, with all reasonable effort, ensures that the parent/legal guardian understands the proceedings and understands his or her rights. Aldine attempts, at all times, to come to agreement with parent/legal guardians. If these attempts fail, Aldine may pursue mediation or legal action as authorized by the Texas Education Code, the Texas Family Code, or applicable federal statutes and regulations to obtain permission to conduct an evaluation.
  4. A parent/legal guardian may request an ARD committee meeting for a mutually agreeable date and time to address specific concerns about his or her child's special education services. Aldine responds to the parent's/legal guardian's request either by holding the requested meeting or by requesting assistance through the Texas Education Agency's mediation or resolution process.
  5. The notice of procedural safeguards and/or the Guide to the ARD Process serve to inform parents/guardians of the functions of the ARD committee, and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate.
  6. Procedural safeguards must be given to parents only one time a year. The exceptions to one time per year are upon initial referral, re-evaluation, parent disagreeing at an ARD, district receives written complaint from the State, a due process hearing complaint or when the parent requests a copy.

**B. Confidentiality of Student Records**

1. Parent/student access to review records
  - a. The parent, guardian, surrogate parent or managing conservator of a minor student or a student who is of legal age may inspect and review the educational records.
  - b. Parents or students of legal age wishing to review educational records must address such a request to the assessment specialist assigned to the campus where the student attends.



1. The assessment specialist/speech pathologist informs the principal that such a request has been received.
2. The assessment specialist/speech pathologist arranges a meeting at a mutually convenient time with the parent or adult student.
3. The assessment specialist/speech pathologist may request a school psychologist, program director of special education, a counselor or the executive director of special education to assist in the interpretation of data to the parent or adult student.
4. Although federal regulations permit a time line of 45 days to comply with such a request, Aldine Independent School District expects school staff to contact the parent within five (5) school days to schedule a review of the records that will be within a reasonable time frame.
5. The parent or adult student may designate in writing a representative, or third party, to review the records.

2. Copying of records

- a. After each ARD, a copy of the ARD/IEP, including IEPs, and/or newly presented FIE and/or the ITP will be provided to the parent/legal guardian or adult student free of charge. These copies will be sent home in a timely manner.
- b. A signed release from the parent or adult student must be on file before additional records are copied for parent/legal guardian, adult student, agency or other professional. This includes copying of additional copies of ARD/IEP meeting, IEPs or FIEs.
- c. Photo copies of records will be furnished to parents or adult students at the rate per page established by the assistant superintendent of finance. Currently, this is set at 10 cents per page. In addition, the district charges \$15.00 per hour for the labor required to copy the material.

If a request for a copy of student records will result in the imposition of a charge that exceeds \$40, the school district will provide the parent/guardian with a written itemized statement that details all estimated charges that will be imposed, including any allowable charges for labor or personnel costs. If the charges for records will exceed \$100.00, pursuant to **Texas Government Code §552.2615 Texas Public Information Act**, the District will require prepayment of the charges prior to making copies of these records.

Under **§552.263 of the Texas Public Information Act**, the parent/guardian is required to inform the school district in writing within ten days after the date of the letter whether the parent accepts the charges or whether they intend to modify their request. If written confirmation is not received within ten days of the date of the letter, the request will be considered to have been withdrawn by operation of the law. If the parent chooses to obtain the records, the copying will be done once prepayment is received by the school district.

- d. A photocopy of necessary records will be sent to the appropriate school for the purpose of continuing that student in an educational setting at no cost to the parent. Upon verification of intent to enroll in another school district, records will be copied and sent within 30 calendar days per federal law and school personnel will also comply with the Texas Education Code for sending records to public schools in Texas via TREX system. A signed release from parent/legal guardian or adult student is not needed.
  - e. A photocopy of necessary records will be sent to each appropriate agency one time at no cost to the parent at parent request. A signed release from parent/legal guardian or adult student is required to send the records to the appropriate agency.
  - f. A cover letter indicating records sent will be kept in the eligibility folder when records are sent to another school or to whoever was indicated on the signed parent release.
  - g. All third party entries into personally identifiable data will be recorded on the Authority to Review Eligibility Folders (SE-91) and filed in the folder reviewed.
3. Access to records
- a. Aldine Independent School District will deny a third party access to any records without appropriate written consent of the parent/legal guardian or adult student.
  - b. Aldine will honor the right of an eighteen (18) year old student to close personally identifiable records to third parties including parent(s).
  - c. In custody disputes concerning students, Aldine will require the court records to ascertain which parent has the legal access to records. The parent named the managing conservator will be deemed to be the guardian parent and records will not be released to the other parent without the managing conservator's written permission or direct court order; however, all school records will be available to the possessory conservator to review.
  - d. All persons reviewing personally identifiable records on governmental business will be required to show cause as to why this information is necessary in the performance of their duties.
  - e. Only Aldine personnel directly involved with the assessment, evaluation, educational programming, counseling or supervision of a specific student may review that student's educational records. A list of personnel having access to such records is available upon request from the director.
  - f. Aldine personnel dealing with personally identifiable data will be given staff development training on confidentiality procedures.
  - g. Student directory information is limited to the following: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight

and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. However, the school may choose to omit any of the above information.

4. Location of records
  - a. All active cumulative and eligibility folders are located on the campus of record.
  - b. The principal is the custodian of all records for students assigned to that campus.
  - c. Eligibility folders of students contracted to non-public schools are located at the school the student would attend if he/she were enrolled in the Aldine ISD.
  - d. Inactive eligibility folders are located on the campus of last attendance for at least one year.
  - e. Inactive eligibility folders after one-year storage at the last school of attendance will be sent to the Donaldson Human Resources/Sp. Education Annex for storage. Folders will be scanned into an electronic retrieval system or stored in the Special Education Manager System (SEM) and records will be retained for a period of seven (7) years from the time the folder was deemed inactive. When the files have been scanned or verified storage in SEM, annex personnel will send them to Harris County Department of Education for storage and eventual destruction. After seven (7) years, the information will be destroyed unless the record retention is requested in writing by the parent or adult student.
5. Disagreement regarding contents of special education records
  - a. If a parent or adult student disagrees with the contents of special education records, they will:
    1. Request in writing to the assessment specialist/speech pathologist that the contents of the special education records be removed or amended.
    2. Submit accompanying written rebuttal to be attached and forwarded with the original records.
    3. Submit an independent evaluation to be included in the records.
  - b. Response to a request for amendment of special education records should be within 45 days (preferably within 10 business days).
  - c. If the parent and Aldine personnel are unable to reach a satisfactory compromise either party may request a decision from the executive director of special education.
  - d. At this time, Aldine personnel may include further justification for original content and parent of adult student will be furnished a copy.

- e. If an agreement with the executive director of special education to amend or remove the questioned information cannot be reached, the parent may request a local hearing with the superintendent of schools.
- f. If the parent and Aldine personnel are unable to reach a satisfactory compromise, the parent may request an impartial hearing.
- g. If, after a hearing, the information is judged to be inaccurate, misleading or otherwise in violation of the privacy or other rights of the individual, it will be amended. The parent will be notified in writing of the changes.
- h. If, after a hearing, the information is judged to be accurate, the parent will be informed of the right to place into the records of the student, a statement commenting on the information or giving reason for disagreeing with the decision that the records are accurate.
- i. The statement from the parent will be maintained as part of the student's records as long as the records or the contested portion is maintained. This statement will be included with the contested record when the records are appropriately released to another party.

#### C. Grievances

District personnel will make every effort to resolve disagreement between parents and/or adult students and staff. They, also, may voluntarily use mediation as provided by the Texas Educational Agency (TEA). These suggested procedures are to facilitate resolution of conflict; however, parents have the right to go directly to an impartial hearing without availing themselves of this process. The parents may file for a due process hearing within one year of the date the parent knew or should have known about the alleged action that forms the basis of the complaint. All shared information and materials during these procedures are confidential.

##### 1. Grievances concerning evaluation

- a. Any parent or adult student having a grievance regarding a newly presented full individual evaluation (FIE) should indicate their disagreement at an ARD.
  - 1. The parent is encouraged to indicate which parts of the FIE they are in disagreement with.
  - 2. The assessment specialist/speech pathologist may recommend to the ARD that the district conduct additional assessment.
  - 3. The parent has the right to ask the district to provide an independent evaluation (IEE) at district expense.
  - 4. The parent should indicate in writing that they disagree with the FIE, and the specific assessment requested. (speech and language; psycho educational, psychological, etc.)
  - 5. The district shall provide names and qualifications of approved evaluators, or

6. The district may request a hearing to show that the district's assessment is appropriate.
  7. The parent may request mediation by the executive director of special education.
  8. The parent may request in writing a local hearing with the Superintendent and/or the Board of Trustees.
  9. The parent may request mediation from the Texas Education Agency.
  10. The parent may request an impartial hearing through the Commissioner of Education.
- b. Any parent or adult student having a grievance regarding a full individual evaluation (FIE) after they have previously accepted the FIE should indicate their disagreement at an ARD.
1. The parent should indicate they are in disagreement with a previously accepted FIE.
  2. The district must be allowed to complete a reevaluation.
  3. The ARD should review existing data and complete the assessment-planning supplement/review of existing evaluation data determining what additional evaluations are needed.
  4. The parent is given a copy of procedural safeguards and packet giving consent for the evaluation.
  5. After the evaluation is completed and the FIE written, the ARD committee must review it. If the parent disagrees with that FIE, they would then follow the procedures outlined in Section Twenty-Three XIII. C1. a.1-10. Grievances concerning evaluation.

2. Grievances concerning placement and programming

- a. Any parent or adult student having a grievance or complaint should first discuss the problem with the teacher.
- b. Unresolved classroom level grievances or complaints should be discussed with the principal who may request assistance from the assessment specialist, program director of special education, special education counselor or executive director of special education.
- c. If the parent or adult student is still dissatisfied, he/she may request a conference with the area superintendent.
- d. If the parent or adult student is still dissatisfied, he/she may request a conference with the Superintendent of Schools and then, if necessary, may request a hearing before the Board of Trustees of the Aldine Independent School District.

- e. If the parent or student is not satisfied with the results of the board hearing, he/she may file a complaint with the Texas Education Agency.
3. During the pendency of any administrative or judicial proceeding regarding a complaint, unless the district and the parents of the student agree otherwise, the student involved in the complaint must remain in his or her present educational placement. The exception to this rule is if an MDR ARD has determined the student will be placed in a DAEP. If the MDR ARD has determined DAEP is appropriate placement, then student remains in DAEP until the administrative or judicial proceeding has been held.

#### XIV. DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS

##### A. Determination of Discipline

1. A student's discipline must be addressed by the Admission, Review and Dismissal (ARD) committee at each initial placement, annual reviews, and special reviews for behavior.
  - a. If the student's behavior is deemed **to impede** his or her learning or that of others, a functional behavioral assessment (FBA) must be conducted and a Behavior Intervention Plan (BIP) must be developed.
    1. A student with disabilities placed on a general school discipline program by the ARD committee may be disciplined as a student not receiving special education services unless such discipline would result in significant interruption of the student's education or special education services.
    2. To the extent removal would be applied to student's without disabilities, school personnel may order the short term removal of a student with a disability from the student's current placement for not more than 10 school days as long as they do not constitute a change of placement.
    3. If the discipline records of a student who is disabled indicates a significant change in behavior or chronic, unacceptable school behaviors, the school administrators or assessment specialist must ask the ARD committee to reexamine the placement of the student in the regular discipline program.
    4. In review of the FBA, the BIP is developed to target specific behaviors.
    5. If a student has a current BIP in place, the ARD committee will meet to review the plan and its implementation, and modify the plan and its implementation as necessary to address the behavior(s). In an attempt to provide appropriate behavioral interventions, the BIP should be revised several times. If the BIP continues to be unsuccessful, a review of the Functional Behavioral Assessment (FBA) will be conducted to aid in development of the BIP.
  - b. If the student's previous behavior and social maturity indicate to the ARD committee that the student's behavior is deemed **not to impede** his or her learning or that of others, the committee may determine that

the student is subject to regular school discipline until the student's conduct changes to the extent that it would alter the educational placement.

1. A student with disabilities placed on a general school discipline program by the ARD committee may be disciplined as a student not receiving special education services unless such discipline would result in significant interruption of the student's education or special education services.
  2. To the extent removal would be applied to student's without disabilities, school personnel may order the short term removal of a student with a disability from the student's current placement for not more than 10 consecutive school days as long as they do not constitute a change of placement.
  3. If the discipline records of a student who is disabled indicates a significant change in behavior or chronic, unacceptable school behaviors, the school administrators or assessment specialist must ask the ARD committee to reexamine the placement of the student in the regular discipline program, conduct an FBA and develop a BIP.
  4. If a student has a current BIP in place, the ARD committee will meet to review the plan and its implementation, and modify the plan and its implementation as necessary to address the behavior(s). In an attempt to provide appropriate behavioral interventions, the BIP may be revised several times.
  5. If the BIP continues to be unsuccessful, a review of the Functional Behavioral Assessment (FBA) will be conducted and a new BIP developed.
- c. Once the student has been placed in in-school suspension or removed from their ARDed educational services (sent home for cooling off period, suspended, partial day of suspension etc.) for a term that is approaching ten days or could be interpreted as a pattern of behavior or pattern of time (a change of placement), a Manifestation Determination Review (MDR) ARD must be held.
- B. Manifestation Determination Review: when behavior(s) of a student with a disability require removal of more than 10 days or an alternative placement, the ARD committee must determine if the current problem behavior is a manifestation of the student's disability and proceed accordingly as outlined in this section.
1. In determining whether a student's behavior is a manifestation of a student's disability, the ARD committee will review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine—
    - a. if the conduct in question was caused by or had a direct and substantial relationship to, the child's disability; or
    - b. if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

- c. if the ARD determines that either a or b is applicable for the student, the conduct will be determined to be a manifestation of the child's disability.
  - 1. If the ARD determines that the conduct **was** a manifestation of the student's disability, the ARD will:
    - a. conduct a functional behavioral assessment and implement a behavioral intervention plan provided that the district had not conducted such assessment prior to the behavior that resulted in a change of placement.
    - b. in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan; and modify it, as necessary to address the behavior; and
    - c. except for drugs, weapons or inflicting serious bodily injury upon another person, the student is returned to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.
  - 2. For any days or removal of a student in excess of 10 school days in a school year, the district will provide the student with services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. Additionally, needed services must include services and modifications designed to address the behavior so that it does not recur.
  - 3. If the determination that the behavior is **not** a manifestation of the student's disability, the relevant disciplinary procedures may be applied to the student in the same manner in which they would be applied to students without disabilities.

C. Change of Placement:

The removal of a student with a disability from a campus to a Discipline Alternative Education Program (DAEP) such as Campus of Making Positive Attitude for Student Success (COMPASS) will be determined by the following procedures:

- 1. A student who is being considered for placement in AEP must have engaged in misconduct warranting AEP placement or a student placed in AEP must have violated AISD drugs or weapons policy or inflicted serious bodily injury upon another person.
- 2. The student is entitled to all due process afforded to a non-disabled student accused of the same misconduct.
- 3. School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) days (to the extent such alternatives would be applied to students without disabilities).



4. School personnel may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.
  5. School personnel may remove a student to an interim alternative educational setting for more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student—
    - a. carries or possesses a weapon to or at school, on school premises, or to or at a school function;
    - b. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
    - c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
- D. GAP Center (Gaining Appropriate Performance Center) at Lane School is a therapeutic placement designed to provide students with the condition of emotional disturbance intensive behavior modification in order to be able to return to the home campus.
1. Placement at the GAP Center is a part of the continuum of placement provided to students with emotional disturbances or other behavior disorders.
  2. Placement should be ARDed only after all other less restrictive placements have been tried.
- E. For Removals Not Constituting a Change of Placement.
1. An ARD meeting must be convened either before or not later than ten (10) business days after the student is **first** removed for more than 10 school days in a school year.
  2. The ARD committee conducts or plans an FBA and as soon as practicable after completing the FBA, develops a BIP to address the behavior, if the FBA and BIP are not already in place.
- or
3. If the student already has a BIP, an ARD committee will meet to review the BIP and its implementation, and modify the BIP and its implementation as necessary to address the behavior. If the student's behavior is different from his BIP, then the BIP **MUST** be changed to reflect the new behavior.
  4. For subsequent short-term removals after the student has already been removed for more than 10 school days in the school year, the members of the ARD committee will review the student's BIP and its implementation to determine if modifications were necessary.
  5. If one or more members of the ARD committee believe that modifications are needed, an ARD meeting is held to modify the BIP and its implementation.

6. For any days of removal of a student in excess of 10 school days in a school year, the district provides the student with necessary services to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

F. Suspension of Students with Disabilities

1. A student may be suspended for the same conduct that supports removal to an AEP.
2. A principal or other appropriate administrator may suspend the student. The student must be given an informal hearing at which the student is informed of the offense he/she is alleged to have committed and the basis of the accusation, and is given a chance to explain his/her side of the story.
3. The duration of disciplinary action is limited to a maximum of three (3) school days.

G. Use of Confinement, Restraint, Seclusion and Time-Out

1. In accordance with Senate Bill 1196, Aldine Independent School District prohibits the use of locked seclusionary time-out in schools.
2. Schools can use locked seclusionary time-out in clearly defined emergency situations. Locked confinement may be used in the following emergency situation while the school is waiting for law enforcement personnel to arrive:
  - a. The student possesses a weapon; and
  - b. The confinement is necessary to prevent the student from causing bodily harm to himself or to another person.
3. Trained personnel should use therapeutic restraint as a last resort when a student's behavior poses a threat of imminent serious physical harm to the student or others or imminent serious property destruction. Restraint means the use of physical force or a mechanical device to restrict the free movement of all or apportion of a student's body.
4. School personnel will attempt to contact the parent the day the restraint occurs and written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day (24 hours) of the use of restraint.
5. Time-out is a behavior management technique used to provide a student with an opportunity to regain self-control. The student is separated from other students for a limited period in a setting that is not locked and one in which the student is not physically prevented from leaving.
6. Any person called upon to use restraint will be trained in the use of current professionally accepted practices and standards regarding behavior management and the use of restraint as outlined in Texas Behavior Support Initiative (TBSI). Any person that restrains a student must have previously had TBSI training and have had Non-violent Crisis Intervention (NCI) training each year or receive all of the training (TBSI and/or NCI) within 30 school days of restraining a student with disabilities.

## XV. CHILD FIND

- A. Aldine ISD will engage on ongoing activities to locate, identify and evaluate all children residing in the district who are suspected of having one of the disabilities covered by IDEA and who, because of the disabilities, need special education and related services. This involves the following individuals:
1. Students with disabilities who are homeless or wards of the State attending private schools, children who are home schooled or children attending a charter school within the boundaries of Aldine ISD.
  2. Highly mobile children with disabilities, such as migrant and homeless children.
  3. Children enrolled in Aldine Independent School District who are suspected of being a child with a disability and in need of special education even though they are advancing from grade to grade: and
  4. School aged individuals with disabilities residing in nursing facilities, Texas Department of Mental Health and Mental Retardation (TXMHMR), group homes, Texas Youth Commission (TYC), detention facilities or other residential care and treatment facilities within the boundaries of Aldine ISD.
- B. The district maintains a system for and documentation of informing the community concerning identification of students who are in need of special education services. The dissemination of information will include publications such as brochures, pamphlets, newsletters in languages such as English and Spanish, and collaboration with Region IV Education Service Center.
- C. Activities to locate, identify, and evaluate the 3 through 5 year old early childhood population includes all schools disseminate information regarding testing for preschool age children. These announcements are included in the school newsletter, sent home as a letter to parents, or advertised on posters during parent/teacher meetings.
- D. Aldine will identify and refer all individuals with disabilities ages birth to two to an early childhood intervention (ECI) agency. Aldine will also coordinate with ECI agencies to identify children ages birth through two with auditory and/or visual impairments.

## XVI. PRIVATE SCHOOL STUDENTS WITH DISABILITIES

- A. Children With Disabilities Enrolled by Their Parents in Private School
1. Aldine ISD must ensure that children with disabilities enrolled by their parents in private school participate in Individuals with Disabilities Education Act (IDEA) special education and related services.
    - a. Aldine ISD has no responsibility to pay for or reimburse the cost of private school if FAPE is available in the public school system.
    - b. If a parent chooses to home school the student, the home school is considered to be a type of private school if the home school written curriculum is obtained from any source, which includes reading, spelling, grammar, mathematics and the study of good citizenship.
  2. Aldine ISD will use a portion of the federal money it receives each year under the IDEA for participation in the district's special education and related services by eligible private school children within the boundaries of Aldine ISD.

3. Aldine ISD may develop a district –wide plan for use of the proportionate share amount that identifies one type of service to be provided (ex. speech therapy) or the district may consider the provision of the broad spectrum of service.
4. If a student with disability is 5 years of age or older by September 1 of a school year, and the parent chooses to voluntarily enroll the child in private school, the child has no individual rights or guarantee that he or she will participate in special education and related services provided by Aldine ISD. The student will be considered for participation in Aldine ISD’s special education
5. If an eligible private school student is designated to participate, he or she has no right to the same type or amount of service the student would have received if the student had enrolled in the district.
6. Parents of an eligible student age 3 or 4 will have the right to “dual enroll” the student in both the public school and the private school beginning on the student’s third birthday and continuing through the school year in which he or she turns five. If the 3 or 4-year old private school student is determined eligible for IDEA services, the ARD Committee must develop an IEP that provides FAPE to the student. The federal requirements and guidelines applicable to parentally placed private school children do not apply to 3 and 4 years olds. If a child is 5 years of age or older on September 1 of the current school year, dual enrollment is no longer permitted. All state requirements concerning special education services are applicable to students admitted under dual enrollment.

**B. Consultation with Representatives of Eligible Private School Students**

1. Aldine ISD will consult in a timely and meaningful way with appropriate representatives of eligible private school students to determine the number of eligible private school students, their needs and their location within the boundaries of Aldine ISD.
2. The consultation will include gathering information regarding the representatives’ views on which children should participate in special education services, the nature, method, and location of the services, and how service provided should be evaluated. This consultation will be conducted for all private school students attending school within Aldine ISD who have been identified as eligible for special education services. The district will obtain written affirmation signed by the representatives of the participating private schools within the boundaries of Aldine ISD boundaries; and if the written confirmation is not received by the district in a reasonable amount of time, the district will forward the documentation of the consultation process to the Texas Education Agency.
3. Consultation will take place prior to the designation of eligible private school students to participate in Aldine ISD’s special education services.
4. The information obtained through consultation will be used by Aldine ISD to determine, in light of the proportionate share of federal IDEA money available for the upcoming school year which students will participate in special education services, what services will be provided and how the services provided will be evaluated.

5. For those eligible private school students designated to participate in Aldine ISD's special education program, a meeting will be held to develop an individual services plan.
6. Aldine ISD will also consult with representatives of eligible private school students regarding methods for carrying out child find activities and methods to accurately count the number of eligible private school students. Aldine ISD will consult with representatives of eligible private school students on these issues.
7. A private school student attending private school within the boundaries of Aldine ISD may be referred to Aldine ISD for a determination of whether a full and individual evaluation should be conducted. If a determination that a full and individual evaluation is needed, the attendance zone school must conduct the evaluation complying with all requirements and timelines applicable to the full and individual evaluation of a public school student.
8. If the parent indicates that the child will be enrolled full time in Aldine ISD and the private school student has disabilities covered by IDEA and, because of the disabilities, needs special education and related services, the ARD Committee will develop an IEP that provides FAPE to the child.
9. If the parent makes clear his or her intention to enroll the child in a private school and that the parent is not interested in a public school program or placement, and the child is 5 years old, or will be 5 years old on or before September 1 of the school year, then the ARD Committee does not have to develop an IEP.
  - a. The parent will be informed of the child's status as an eligible private school student who will be among the group considered for participation in Aldine ISD's special education program in the current school year or future school year.
  - b. If the parent subsequently notifies Aldine ISD that he or she seeks to enroll the child in the district full time, the attendance zone school will hold an ARD Committee meeting to develop an IEP that provides FAPE.
10. Aldine ISD will notify the parent of an eligible private school child prior to the applicable three year reevaluation date of the child's rights to be reevaluated and seek the parent's attendance at an ARD Committee meeting to determine the scope of the reevaluation.
  - a. If the parent consents in writing to the reevaluation, all requirements concerning reevaluations applicable to public school students with disabilities will apply to eligible private school students.
  - b. If the parent refuses to give written consent for a reevaluation, the district will evaluate whether a due process hearing should be requested to override the lack of consent, or whether the parent should be periodically advised of the district's willingness to reevaluate the child if the parent desires a reevaluation and give written consent.
  - c. If additional evaluations are requested by the child's parent or teacher, an ARD Committee meeting will be held to consider the request.

11. Consultation with representatives of eligible private school students within the boundaries of Aldine ISD may be conducted through conferences, telephone correspondence, written correspondence, Private School/Home School Consultation Form (SE-251), and/or any other method appropriate for consultation.

C. Determination of Proportionate Share Amount

1. An annual count will be conducted the last Friday in October to determine the proportionate share amount that will be used for participation of eligible private school students in Aldine ISD's special education program in the subsequent fiscal year.
2. This proportionate amount will be spent on participation in Aldine ISD's special education service by eligible private school students age 3 through 21 within the boundaries of Aldine.

D. Designation of Eligible Private School Children Participants

1. In light of the proportionate share of IDEA funds available for use in a school year, and the number, needs and location of eligible private school students, Aldine ISD will consider the information obtained through consultation with representatives of eligible private school students regarding which students should receive services, what services should be provided, how and where should the service be evaluated, and designate eligible private school students to participate in Aldine ISD's special education services.
2. Aldine ISD has determined that, for the current school year, speech therapy service will be provided to eligible private school students with a speech impairment enrolled in grades K-4 who attend a private school or home school that is located within Aldine ISD boundaries.
3. No eligible private school student has an individual entitlement to receive some or all of the service or type or amount of service equivalent to what the student would have received if he or she had enrolled in Aldine ISD.
4. Eligible private school children designated to participate in Aldine ISD's special education services may receive less services than children with disabilities enrolled in Aldine ISD.
5. Aldine ISD makes the final decision about which eligible private school students will participate and the nature of the service.
6. If an eligible private school student moves into a private school within Aldine ISD or is determined to be eligible for special education service after the service plans have been determined for that year, the student has no right to participate. If a parent voluntarily chooses to withdraw his/her special education eligible child from Aldine ISD to enroll in a private school after services plans have been determined for that year, the child has no right to participate. In these cases, the students may be considered for participation if additional proportionate share funds become available. The student will be considered among the group of eligible private school students considered for participation in the next school year if the student still fits the criteria of an eligible private school student.

E. Development of Services Plan

1. If an eligible private school student is designated to participate in Aldine ISD's special education services in a specific year, the district will develop an individual services plan that will be provided to the child.
2. The final decision with respect to which eligible private school children will participate, the nature of the services, their frequency and location, how they will be evaluated will be made by Aldine ISD.
3. A services plan, to the extent appropriate, will be developed initially, and periodically reviewed and revised according to the requirements for holding ARD Committee meetings and developing IEPs.
4. The service plan meeting includes the same participants as would be included in an ARD Committee for the student. Aldine ISD will ensure that a representative of the private school is invited to attend the services plan meeting. If the representative is unable to attend, Aldine ISD will ensure participation of the representative by other methods, such as individual or conference telephone calls. The private school may designate its teacher as its representative.
5. The general education teacher of the student may be an employee of the private school. If the eligible private school student designated to participate in Aldine's special education services is home schooled, the parent may also fill the role of the general education teacher of the child and the private school representative. The role of the special education teacher of the child will be filled by an Aldine ISD special education staff member.

F. Private School Placement by Aldine ISD

Before placing an Aldine special education student in, or referring a student to a private school or facility, the executive director of special education must review the file to ensure that all district options have been exhausted. The district will initiate and conduct a meeting to develop an IEP for the student.

XVII. POLICIES FOR COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973

A. General Provisions of Section 504 Rehabilitation Act of 1973, 29 USC 706

*No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance. 34 CFR § 104.4{a}*

1. Students will not be excluded from programs, activities or benefits based solely upon a disability.
2. Students will not be limited in the enjoyment of any right, privilege, advantage or opportunity extended to others, nor will they be denied benefits or services based solely upon a disability.
3. Disabled students will be afforded the opportunity to participate in programs that are not separate or different when it is the most appropriate setting for the individual's needs.

4. All new buildings, or expansions of present buildings, will be designed to meet the standards published by American National Standard Institute to make barrier free.
5. Due process procedures and policies will be followed in the event that a student's right to equal opportunity or participation in a program is challenged by the parent or guardians.

B. Program Accessibility as Related to Section 504 of the Rehabilitation Act of 1973

*No qualified handicapped person may be excluded from federally assisted program or activities because a recipient's facilities are inaccessible or unusable.* 34 CFR § 104.4(a).

1. Disabled students will be served in the least restrictive environment appropriate to their educational needs.
2. Buildings or facilities will be modified to comply with structural regulations of Section 504, to be accessible to disabled students and/or employees.

C. Pre-School, Elementary and Secondary Education as Related to 504 of the Rehabilitation Act of 1973

1. The Aldine Independent School District will attempt to identify and provide a free appropriate public education for all qualified disabled students within the district regardless of the severity of the student's disability.
2. Separate facilities for the disabled, when necessary, will be comparable in quality to facilities, services, and activities provided for non- disabled individuals.
3. Special education's departmental guidelines insure appropriate evaluation and placement of qualified students with disabilities.
4. Parents are made aware of procedural safeguards and due process procedures prior to evaluation and placement of the student in special education.
5. Students are allowed free participation in non- academic and/or extracurricular services, counseling sessions, and physical education and/or athletics, and are not denied this participation solely on the basis of a disability. Separate or different activities are provided when indicated.



## SECTION TWENTY-FOUR: HEALTH

### I. COMPULSORY MINIMUM IMMUNIZATION REQUIREMENTS FOR 2012-2013

#### EARLY CHILDHOOD

(By 36 months)

- DTP/DTaP/DT<sup>1</sup> - 4 doses
- Polio<sup>1</sup> - 3 doses
- MMR<sup>1,2</sup> (measles, mumps and rubella)-1 dose on or after 1<sup>st</sup> birthday
- Hib<sup>3</sup> vaccine – 1 dose on or after 15 months *or* completed primary series plus booster. Complete Series = 2 doses or 3 doses depending on vaccine type (two months apart) and a booster dose on or after 12 months of age, received at least two months after the last dose.
- Varicella<sup>1,2,4</sup> - 1 dose or documentation of previous chicken pox illness
- Hepatitis A<sup>2</sup> – 2 doses
- Hepatitis B<sup>2</sup> – 3 doses
- PCV (Pneumococcal Conjugate Vaccine) - 1 dose on or after 24 months *or* completed primary series plus booster. Complete Series = 2 or 3 doses depending on the age given (two months apart) and a booster dose received on or after 12 months of age and at least two months after the last dose.

#### PRE-K

(by 48 months)

- DTP/DTaP/DT<sup>1</sup> – 4 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hib<sup>3</sup> vaccine - 1 dose on or after 15 months *or* completed primary series plus booster. Complete Series = 2 doses or 3 doses depending on vaccine type (two months apart) and a booster dose on or after 12 months of age, received at least two months after the last dose
- Varicella<sup>1,2,4</sup> - 1 dose or documentation of previous chicken pox illness
- Hepatitis A<sup>2</sup> – 2 doses
- Hepatitis B<sup>2</sup> – 3 doses
- PCV (Pneumococcal Conjugate Vaccine) - 1 dose on or after 24 months *or* completed primary series plus booster. Complete Series = 2 or 3 doses depending on the age given (two months apart) and a booster dose received on or after 12 months of age and at least two months after the last dose.

#### KINDERGARTEN

(Age 5 at Kindergarten Entrance)

- DTP/DTaP/DT/Td<sup>1</sup>–4 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart
- Hepatitis B<sup>2</sup> – 3 doses
- Varicella<sup>1,2,4</sup> - 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

#### 1<sup>st</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup>–4 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart

- Hepatitis B<sup>2</sup> – 3 doses
- Varicella<sup>1,2,4</sup>- 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

2<sup>nd</sup> GRADE

(Age 7 or older)

- DTP/DTaP/DT/Td<sup>1</sup>-3 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart
- Hepatitis B<sup>2</sup> – 3 doses
- Varicella<sup>1,2,4</sup> – 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

3<sup>rd</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup>-3 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart
- Hepatitis B<sup>2</sup> – 3 doses
- Varicella<sup>1,2,4</sup> - 2 doses or documentation of previous chicken pox illness
- Hepatitis A – 2 doses

4<sup>th</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B<sup>2</sup> – 3 doses
- Varicella<sup>1,2,4</sup> -1 dose or documentation of previous chicken pox illness

5<sup>th</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B<sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> -1 dose or documentation of previous chicken pox illness

6<sup>th</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup>-3 doses (including one dose on or after 4<sup>th</sup> birthday)
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup>(measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B<sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> -1 dose or documentation of previous chicken pox illness

7<sup>th</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday) and one dose Tdap required 5 years after last dose DTP/DTaP/DT/Td
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)

- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B <sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> - 2 doses or documentation of previous chicken pox illness
- Meningococcal – 1 dose

#### 8<sup>th</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B <sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> - 2 doses or documentation of previous chicken pox illness
- Meningococcal – 1 dose

#### 9<sup>th</sup> GRADE

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B <sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> - 2 doses or documentation of previous chicken pox illness
- Meningococcal – 1 dose

#### 10<sup>th</sup> Grade

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B <sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> - 2 doses or documentation of previous chicken pox
- Meningococcal – 1 dose

#### 11<sup>th</sup> Grade

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup> (measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)
- Hepatitis B <sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> -1 dose or documentation of previous chicken pox illness (two doses Varicella required if first dose received at age 13 or older)

#### 12<sup>th</sup> Grade

- DTP/DTaP/DT/Td<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday) and one dose Tdap required 10 years after last dose DTP/DTaP/DT/Td
- Polio<sup>1</sup> – 3 doses (including one dose on or after 4<sup>th</sup> birthday)
- MMR<sup>1,2</sup>(measles, mumps and rubella) – 2 doses on or after 1st birthday and at least 28 days apart (or 1 dose MMR plus 1 dose measles)

- Hepatitis B <sup>2,3</sup> – 3 doses
- Varicella<sup>1,2,4</sup> -1 dose or documentation of previous chicken pox illness (two doses Varicella required if first dose received at age 13 or older)

<sup>1</sup>**Receipt of the dose up to and including 4 days before the birthday will satisfy the school entry immunization requirements.** DTP and Polio immunization for student in grades K-12 received prior to April 1, 2004 that were received within the calendar month of the 4<sup>th</sup> birthday will satisfy this requirement.

<sup>2</sup>Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B or Varicella or serologic evidence of infection is acceptable in lieu of vaccine.

<sup>3</sup> Comvax or Pentavenente – only 3 doses required if the 3<sup>rd</sup> dose is on or after the first birthday, all others require 4 doses.

<sup>4</sup>Serologic proof of immunity or documentation of previous illness may substitute for vaccination. Previous illness may be documented with a written statement from a physician, school nurse, or the child’s parent or guardian containing wording such as “This is to verify that (name of student) had Varicella disease (chickenpox) on or about (date) and does not need varicella vaccine.”

**TB Skin test** required for those students determined to be at risk for TB according to Texas Department of State Health Services guidelines.

- Individuals with positive skin test results only and no symptoms of active TB must show proof of either a negative chest x-ray with evidence of on going or completed preventive therapy as indicated or proof of an appointment for an x-ray. If a student fails to provide documentation as indicated or fails to keep the appointment for the chest x-ray, he/she will be excluded from school until the requirement is met.
- Parents are encouraged to consult their physician for recommendations for skin testing as part of their child’s annual physical exam.

The following may not be required for school attendance in grades K-12, but are **strongly** recommended: Influenza.

## B. Compliance Procedures

1. A student previously enrolled in a Texas school or is a dependent of a person who is on active duty with the armed forces of the United States has 30 calendar days from the date of enrollment to provide immunizations to the district for the scholastic year and is considered provisionally enrolled during that time. Students not previously enrolled in a Texas school must present a current immunization record before being enrolled. No student presenting a delinquent immunization record, whether enrolling from a Texas school or from out of state, will be allowed to enroll until immunizations are brought current. A current immunization record is demonstrated proof that the student has begun immunizations and is receiving them as rapidly as medically feasible. Once enrolled, the student must continue to receive immunizations as rapidly as medically feasible and is considered delinquent 30 days after immunizations are due. Students not in compliance after 30 days are subject to withdrawal procedures implemented under the authority of the principal.
2. In order to achieve timely enrollment, school personnel will attempt to obtain missing records by phone. If this verification requires a long distance telephone call or use of a fax machine, the parents/guardians may be expected to pay for the charges. If unable to access these records, parents/guardians will be directed to the nearest Public Health facility and/or the bi-monthly immunization clinics held at designated school sites within Aldine ISD where students may receive the required immunizations and/or boosters necessary to meet State or District requirements.
3. Intermediate and Secondary students needing a booster between June and December will be notified the week before Spring Break that these boosters are

needed for the beginning of the fall semester. Students needing boosters between January and May will be notified the week before Mid Winter Break that these boosters are needed for the beginning of the spring semester. Parents/guardians will continue to be properly notified of the impending immunizations needed.

C. Acceptable Documents of Immunizations

Any validated document of immunization presented by a student is acceptable, provided it has been validated by a physician or public health personnel and shows the day, the month and the year that each immunization was received. The day, month, and year of vaccine administration or disease must be recorded in all new school records initiated, and in existing records updated, after September 1, 1991.

D. Immunization Exemptions

The following exemptions from immunization requirements are considered valid and will be accepted by school authorities:

1. Medical Contraindications - The student must present an affidavit or certificate signed by a physician, duly registered and licensed to practice medicine in the United States, in which it is stated that, in the physician's opinion, the immunization required would be injurious to the health and well-being of the applicant or any member of his or her family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid only one year from the date signed by the physician, and must be renewed at that time for the exemption to remain in effect.
2. To claim an exclusion for reasons of conscience, including religious beliefs, a signed affidavit for each vaccine obtained from the Texas Department of State Health Services must be presented by the child's parent or guardian, stating that the child's parent or guardian declines vaccinations for reasons of conscience including religious beliefs. The affidavit will be valid for a two-year period. Photocopies of affidavits are not valid. The original affidavit becomes a part of the child's permanent health record and should be sent to the new school with the other records. If the affidavit is not presented to the school within 90 days of the date of issue, it is no longer valid. There is no provisional enrollment for reasons of conscience. The child who has not received the required immunizations for reasons of conscience may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

II. ADMINISTRATION OF MEDICATION DURING SCHOOL HOURS

Any student who must take medication during the regular school day in order to attend school must comply with the following Board Policy:

A. General Medication Procedures

1. School employees will administer medication to students only upon receipt of a written request by the student's parent, legal guardian or other persons having legal control of the student.
2. All medications will be stored at school in a locked cabinet in the offices of the nurse or of the principal's designee (*see exceptions*).

3. Students will not be allowed to keep medication on their person while in school (*see exceptions*).
  4. Medication should be brought to school by an adult. The student should not carry medication with him/her to school on the bus unless authorized to self administer under "exceptions."
  5. Prescription medication will be counted when received or returned to parent/guardian.
  6. A physician's order is required for all prescribed medications administered 30 days or more including "as needed" prescription medications. Orders for prescription medications will be accepted from those persons legally authorized to write prescriptions in the United States. Out-of-state prescription medication not accompanied by a physician order will be considered on an individual basis.
  7. All medication must be in the original container and properly labeled. The label on prescription medication must include the name of the student, the prescribing doctor, the name of the medication, the date the medication was prescribed and the instructions for administration.
  8. Prescription medication will be administered only to the person named on the prescription label, and in the dosages, intervals, and for the duration period prescribed. If the duration/period is not specified, the medication will not be administered beyond the date on which the medication would have been expended had it been taken as prescribed. Modifications of a prescription will be accepted only upon receipt of written instructions from the prescribing doctor.
  9. Non-prescription ("over-the-counter") medication will be administered according to the instructions on the original container. The medication will not be administered more liberally than the instructions provide. However, the medication may be given in smaller dosages, or less frequently, or for a shorter duration period according to the written request authorizing the administration of the medication.
  10. If the school nurse believes that continued administration of the medication is not beneficial to the student, the nurse will notify the student's parent, legal guardian, or other person having lawful control of the students. The nurse may require a doctor's statement verifying that continued administration of the medication to the student is appropriate.
  11. When the period for administering the medication expires, the medication must be picked up by the parent, legal guardian, or other person having legal control of the student. Medication, whether prescription or non-prescription, will not be returned home by delivering it to students. Medication will be discarded if it is not picked up within thirty (30) calendar days after the period for administering it has expired or the school year has ended, whichever occurs first.
  12. Medication transferred from an original container to a unit dose container must be done so only by a registered nurse.
- B. In accordance with rules of the Texas Education Code, the principal, as public school official, assigns the administration of medication to the designated staff member. The RN's obligation is to:

1. Verify the training of the unlicensed person,
  2. Verify the competency and if, unable to assure either,
  3. Notify the principal of the situation.
- C. Only the amount of medication required for administration while on a field trip or other campus based instructional outing will be sent. Medication administered under these circumstances must be in a properly labeled container which may include the original container or a unit dose container that has been properly labeled. Medication transferred from an original container to a unit dose container must be done so only by a registered nurse. Medication will be administered by the designated staff member only and remain in the possession of the designated staff member at all time. The initial dose of any medication may not be administered by a staff member while on a field trip.
- D. It is the policy of Aldine ISD to refer parents to their family physician for answers to questions about the appropriateness and effectiveness of psychotropic drugs for behavior management. A school health professional (registered nurse and credentialed mental health professionals), however, can appropriately refer, recommend evaluation and discuss student evaluation for behavioral purposes with the parent or another district employee with an educational interest in the student's behavior or academic progress.
- E. **EXCEPTIONS:**  
**With physician, parent/legal guardian and school nurse written consent:**
1. Students who have a chronic medical condition and who are participating in athletics, or other after school activities and who have written permission from the physician, school nurse and parent may obtain their medicine from the clinic prior to the activity and return it to the school nurse the following morning.
  2. A student with asthma may possess and self administer prescription asthma medication while on school property or at a school related activity under the following conditions:
    - a. Prescription label must reflect student's name for which the medication is prescribed.
    - b. Self administration must be in compliance with prescription or written instructions from the student's physician or other licensed health care provider.
    - c. Physician's statement must state that the student is capable of self administration. Physician's written statement must also reflect student's name, name of medication, purpose, dosage, administration times or circumstances and the period for which it is prescribed.
    - d. Parent must provide written authorization for self-administration.
    - e. Statement kept on file in the school nurse's office or principal's office (if there is not a school nurse).
  3. Students diagnosed with having a life threatening allergic reaction requiring use of injectable epinephrine, i.e. *Epipen* may carry prescribed injectable medication for emergency treatment during school hours, including before and after school activities. Student must:

- a. Demonstrate knowledge of signs and symptoms indicating a need to administer injection
- b. Demonstrate proficient use of medication
- c. Acknowledge consequences of sharing medication with another student

Medication for elementary level students will be maintained in the possession of an adult staff member who is authorized by the principal and properly trained to administer injectable medication. Emergency medical services will be activated and parent notification initiated if/when injectable medication is administered.

- 4. A student with diabetes may be permitted to attend to the management of care of their diabetes including, performing blood glucose level checks; administering insulin; treating hypoglycemia and hyperglycemia; possessing at any time any supplies or equipment necessary to monitor and care for their diabetes; and otherwise attend to the management and care of their diabetes in the classroom, in any area of the school or school grounds, or at any school activity under the following conditions:
  - a. The student's parents and physician must develop and submit to the school a diabetes management and treatment plan that must identify the health services the student may receive.
  - b. The plan will evaluate the student's ability to manage their diabetes, and be signed by the parent/guardian and physician.
  - c. The plan will acknowledge consequences of the potential for harm to self or others that could arise and realize that infractions of these guidelines will result in disciplinary action.
  - d. The principal, the school nurse, one of the student's teachers and the student's parents will develop an individualized health care plan while the student is in school that collaborates with the student's physician to the extent practicable.
  - e. In compliance with HB 984, one unlicensed diabetes care assistant will be trained on each campus and will assist the diabetic student when the school nurse is not available during the regular school day.

### III. COMMUNICABLE DISEASE CONTROL MEASURES

#### A. Diseases

- 1. **Chicken Pox:** Exclude 6 days or until all blisters are crusted over and dry. No exclusion of contacts. **Shingles:** Shingles rash must be completely covered otherwise exclude until rash is crusted over and dry.
- 2. **Diphtheria:** Exclude case and/or close contacts until released by the City/County Health Department or private physician, and a written report of negative culture. Notify parents of classroom contacts if illness occurs in an elementary school. If it occurs in a secondary school, ask the parents of the student who is ill with diphtheria to notify parents of close contacts of the sick child.
- 3. **\*Hepatitis (Type A and Type B - Infectious): Type A:** Exclude for one week after onset of illness and until jaundice has disappeared. Classroom contacts no



restrictions. Family contacts should receive gamaglobulin as a prophylactic.  
**Type B:** exclude until clear of symptoms, if present.

4. **Impetigo:** May remain in school if covered and under treatment. (Extensive lesions may necessitate exclusion until treatment by a physician.) May return to school when sores are healed or adequately covered; or released by physician.
5. **\*Measles (Rubeola):** Exclude anytime symptoms develop and for 4 days after appearance or rash if other symptoms are gone. Contacts, no restrictions.
6. **\*German Measles (Rubella):** Must be excluded for 7 days after appearance of rash. Contacts, no restrictions.
7. **\*Meningitis Meningococcal (epidemic type): (Bacterial)** - Exclude until statement from physician that person is non-infectious. Notify parents of classroom contacts. **(Viral)** - Exclude until clear of fever and vomiting, if present.
8. **Mumps:** Exclude after 9 days from onset of swelling. Contact, no restrictions.
9. **Pink Eye (Conjunctivitis):** Exclude until recovered, or statement from physician that person is non-infectious.
10. **\*Poliomyelitis:** Exclude until released by physician. Contact, no restrictions.
11. **Ringworm of Scalp:** May attend school provided person is under treatment by a physician. Contacts, no restrictions.
12. **Ringworm of Body:** May attend school provided person is under treatment and lesions are covered. Contacts, no restrictions.
13. **Scabies:** Exclude until treatment is begun. All in household should be treated at the same time. School contacts, no restrictions.
14. **Streptococcal Infections:** Exclude until 24 hours from date antibiotic treatment is begun. Contacts, no restrictions.  
**Scarlet Fever**  
**Scarletina**  
**Strep Throat** Ask parents of child who is ill with any one of the strep infections to notify parents of any close contacts of sick child.
15. **\*Tuberculosis:** Exclude until taking prescribed anti-TB medications are begun and healthcare provider provides a written release indicating not contagious. A positive TB skin test only (with normal chest x-ray and no symptoms) does not indicate disease. These persons are not contagious and are not restricted from attendance.
16. **\*Typhoid Fever:** Exclude case, carrier, and/or household contacts until released by City or County Health Department. School contacts, no restrictions.
17. **Whooping Cough:** Exclude until after 7 days from the date antibiotic treatment is begun or until released by a physician. Contacts, no restrictions.
18. **Acquired Immune Deficiency Syndrome (AIDS)/HIV infection:** No exclusion from school unless a physician determines that a severe or chronic skin eruption or lesion which cannot be covered poses a threat to others. Written consent must be given by the person with legal authority to do so specifying those individuals (employees and otherwise) who may have access to information related to this individual's health status.

**\*When these diseases occur in a school, they should be reported to the Program Director of Health Services immediately.**

The major criteria for exclusion from attendance is probability of spread from person to person. A child may have a non-excludable illness yet require care at home or in the hospital. A note from a physician for re-admission may be required regardless of the reason for absence.

- B. The Aldine Independent School District Health Policy on Pediculosis (head lice) will be as follows:

Periodic head checks for pediculosis will be done in the schools as needed.

If a child is found to have nits and/or lice present in the hair, the school nurse or her designee will determine the necessity for exclusion and notify parents accordingly.

Parents will be given complete written instructions regarding treatment.

The student may return to school following treatment but must be cleared through the nurse's office before being readmitted to the classroom.

When a student is found to have nits and/or lice consistently, further action will be taken.

#### IV. THE CUMULATIVE HEALTH RECORD

Each student enrolled **MUST** have a cumulative health record on file in the nurse's office.

These records are kept in alphabetical order by school enrollment, grade, or homeroom for ready reference and are available to authorized school personnel.

The school nurse is responsible for:

- A. Collecting enrollment information from the enrollment clerk and keeping this information in her clinic for ready reference in case of emergencies. Effective August 2003 a cumulative health folder will be maintained on each student EC – 10<sup>th</sup> grades. A health folder is made for students new to the Aldine district. Students previously enrolled in Aldine will have health folders/cards in their former Aldine school and may be secured by notifying the nurse or registrar of that school. Cards on students not re-enrolled in the current year are filed in the cumulative permanent folder.
- B. Keeping the records current:
- This requires daily and consistent **team work** between the enrollment clerk and nurse; and is essential if immunization status is to be maintained. Enrollment information should be given to the nurse as soon as enrollment is completed. At the end of each week the nurse should be furnished a copy of the weekly tabulation sheet for Central Office and Census Information in order for her to pull records on students who withdraw. In the secondary schools this can be accomplished by having students report to the clinic for nurse's signature on entry and/or withdrawal card. When students withdraw during the school year, the results of health appraisal tests and immunization status should be copied from the nurse's worksheet before the record is forwarded to the receiving school or filed in the permanent record folder (if the student leaves our district).
- C. Maintaining an accurate record of all current health information including required immunizations, health care plan, pertinent health inventory information, screening results and follow up and body mass measurements as indicated.

- D. Notifying teachers if a child has any health problem that might require some adjustment in the school program or might become an emergency situation. Specific recommendations should be made by the nurse.

V. THE SCHOOL NURSE'S RESPONSIBILITY

- A. Health Assessment: An individual health assessment will be maintained for each student evaluated by the nurse. In addition, an individual health care plan will be established and maintained for each student with special health care needs. This care plan is maintained as part of the cumulative health record as long as the student is in attendance on that campus.
- B. Health Screening: All persons involved in the screening program must be certified by Texas Department of Health to perform spinal, vision and Puretone audiometric hearing screenings.
  - 1. Vision (Snellen or Titmus): all students in grades Early Childhood, PK, K, 1, 3, 5, and 7 annually. Testing is to be completed within one hundred and twenty (120) days of enrollment or before the end of the first semester. First time entrants from another Texas school must be screened if there is no record of hearing and vision results.
  - 2. Hearing: Puretone testing of all students in grades Early Childhood, PK, K, 1, 3, 5, and 7 annually. Testing is to be completed within one hundred and twenty (120) days of enrollment or before the end of the first semester. First time entrants from another Texas school must be screened if there is no record of hearing and vision results. Additional testing is required for all students who have previous hearing losses or exhibit possible signs of hearing loss.
  - 3. Spinal Screening - 5th and 8th grades.
  - 4. Texas Risk Assessment for Type 2 Diabetes (Acanthosis Nigricans Screening) – 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grades
- C. Blood Pressure Screening - Students as deemed necessary and employees as requested.
- D. Health Education: Health Education will be provided annually in the areas of personal hygiene and personal growth and development at specified age groups and in response to specific campus needs.

APPROVED FILMS AND FILMSTRIPS

For Health Education

4th Grade

Always Changing Always Growing	Boys and Girl (separately)
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5th Grade

Always Changing Always Growing	Boys and Girls (separately)
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What is AIDS?	Boys and Girls
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6th Grade

Triangle of Health	Boys & Girls
There's A New You Coming for Boys	Boys only
There's A New You Coming for Girls	Girls only
Am I Normal	Boys only
Dear Diary	Girls only

#### 8th Grade

Boy to Man Available through Region IV	Boys only
Girl to Woman Available through Region IV	Girls only

- F. Annual in-service will be provided to staff in areas of Child Abuse, Diabetes, Drug Abuse, CMV-Cytomegalovirus (optional) and personal protection against exposure to Hazardous Materials (MSDS-Material Safety Data Sheets) and Bloodborne Pathogens (See Section 24, subsection XI) using Universal Precautions. The school nurse plays an active role in promoting a healthy school environment for both students and staff.

#### VI. ACCIDENT AND MEDICAL EMERGENCY POLICIES AND PROCEDURES

- A. Administer first aid to all ill and injured persons in accordance with established first aid and emergency care standards of the American Red Cross, American Heart Association or as outlined in the Handbook for School Nurses. In addition, the School Nurse is expected to perform care according to *Standards of Professional School Nursing Practice*.

- B. First aid and emergency care should be prioritized and administered accordingly to prevent mortality and morbidity - restore breathing and circulation, control bleeding, prevent shock and/or infection.

In the absence of the school nurse, or if additional medical assistance is required, call 911 in life threatening emergencies and/or contact the school nurse at the nearest school or the nurse consultant. Each campus should have a trained crisis response team to assist the nurse with emergencies or to respond to emergencies, when the nurse is off campus, while waiting for the arrival of 911.

- C. Emergency Contact Information

1. Students

Contact parents or designee. (Telephone numbers where parents or designees can be located, physician, and Consent for Emergency Treatment signed by the parent should always be readily available.

2. Parent or visitor

Ask for emergency contact information.

3. Employee

Request emergency contact information from the principal, administrative department head or Human Resources.

D. Call for assistance from within your building. (see building emergency plan)

E. The nurse or another staff person should remain with the injured/ill person.

F. Faculty and staff members who are certified in CPR and/or First Aid should be identified and trained as part of a crisis response team in order that they may be called upon to assist with an emergency as needed.

G. As the medical professional on the campus, the nurse will call 911 when necessary to transport the person(s) to the nearest hospital emergency room immediately. Unless it is a mass casualty situation, a staff member designated by the Principal should accompany the student to the hospital and remain until a parent/guardian arrives.

H. Record of Accident or Medical Emergency

1. Students

An Accident Record, N1, should be completed on all accidents occurring on school district property that require medical intervention or the loss of 1/2 day or more of school. The building principal should be notified immediately. The written report should be kept in a permanent file in the nurse or principal's office.

2. Parent or Visitor

An Accident Record, N1, should be completed on all injuries occurring on school district property. The building principal should be notified immediately. The written report should be kept in a permanent file in the nurse or principal's office.

3. Employee

Employee injuries, whether medical treatment is required or not, are to be recorded on the Aldine ISD Workers' First Report of Injury or Illness form. Please refer to the workers' compensation procedures found in section 3, subsection II, R of this manual.

I. Expenses Related to the Accident

1. Students and Parent/Visitors

Inform parents and injured persons that the district does not carry insurance to cover injuries not related to motor vehicles. If questions remain unanswered contact the Director of Risk Management.

2. Employee

Inform employees that their injury will be reported to our workers' compensation insurance company.

J. If the injury was caused by a condition of the property, contact the maintenance department or buildings & properties department as appropriate.

## VII. EMERGENCY TREATMENT OF DRUG OR SUBSTANCE OVERDOSE:

Since it may be difficult or impossible to determine what the victim has ingested, the following guidelines will be followed:

- A. Contact parents and/or secure medical assistance immediately from any or all of the following sources:
  - 1. Physician
  - 2. Poison Control
  - 3. Hospital Emergency Room
  - 4. Ambulance
- B. Call for assistance from within your building. (see building emergency plan)
- C. Never induce vomiting unless upon the advice of the physician or poison control staff.
- D. The nurse or another staff member should remain with the student and have a school staff member try to determine what and how much of a substance has been ingested.
- E. The nurse or the principal or his designee in the absence of the nurse should determine if the student needs to be transported immediately to the nearest medical facility. This determination should be conveyed to the parent or legal guardian when available.
- F. If the victim is/becomes unconscious or convulses, institute appropriate emergency measures; maintain an open airway, CPR as indicated, protection from injury, and transport by ambulance to the nearest hospital emergency room immediately.
- G. All personnel employed by Aldine Independent School District will be in serviced on recognizing the signs and symptoms of drug/substance abuse/overdose in order that they may act promptly and appropriately to avoid a potential life threatening situation. The prevention of mortality and/or long term morbidity will take priority over counseling and discipline.
- H. The school nurse will be notified of all students suspected of being under the influence of drugs, alcohol, inhalants, or those suspected of ingesting a potentially lethal dose of other medicines or substances.

## VIII. HEALTH TRANSPORTATION AND TRAVEL:

- A. Transportation for Health Reasons

Parents are responsible for making arrangements to transport a student who becomes ill during the school day and are expected to assume responsibility for transportation of their children except when an ambulance is required or in other unusual circumstances.

When it becomes necessary for a student to be transported from school for medical reasons (illness, accidents, emergency/medical care), it shall be the nurse's responsibility to arrange said transportation. In her absence, this duty shall be delegated to the principal or his designee.

No student shall be transported by school personnel except by written and/or verbal request from the parent, legal guardian, or whomever has legal control of the student. Unless in a mass casualty situation, a student transported to a medical facility, should be accompanied by a staff member designated by the Principal to remain until a parent/guardian arrives.

If an administrator determines that an ill/injured student must be transported home via a personal vehicle, it must be considered that the child's condition may change. Therefore, the following serves as a minimum guideline for this decision:

- No less than 2 staff members at all times with one designated to provide direct care to the student.
  - Determine that EMS contact is available from the vehicle.
- B. Home visits may be required in certain situations in order to provide optimum health care and health counseling.

#### IX. PHYSICAL EDUCATION EXEMPTION

The Aldine Independent School District has established guidelines for excusing students from physical education

- A. A parent's written request that a student be excused from PE will be honored for three (3) days.
- B. If the student does not have a written excuse and the exemption is for less than a three (3) days, the P.E. teacher, nurse, or other designated person will determine if the child should be excused. The school nurse should be consulted when there is a need for confirming an illness or injury or if the student has an obvious injury or illness. This will provide an opportunity for health follow-up as needed.
- C. Following a three (3) day exemption from physical education, the student will then be referred to an adaptive physical education teacher by a school official or the program director for PE/Wellness. A full exemption from physical education is NOT permitted.

#### X. OZONE RESPONSE GUIDELINES AND PROCEDURES

##### A. Alert Definitions

1. An Orange alert (the lowest alert level) means that the level of ozone measured at a specific location (or locations) renders the quality of air unhealthy for sensitive groups, including persons with respiratory conditions. The Texas Natural Resource Conservation Commission (TNRCC) recommends that active children and adults as well as people with respiratory conditions should limit prolonged outdoor exertion.
2. A Red alert means that the level of ozone measured at a specific location (or locations) renders the quality of air unhealthy. TNRCC recommends that people with respiratory conditions should avoid prolonged outdoor exertion and that everyone, especially children, should limit prolonged outdoor exertion.
3. A Purple alert means ozone measured at a specific location (or locations) renders the quality of air very unhealthy. TNRCC recommends that people with respiratory conditions should avoid all outdoor exertion and limit exposure by staying inside (air conditioned spaces are best), and that everyone, especially children, should limit outdoor exertion.

- B. Ozone Response Procedures
  - 1. Orange Alert – Curtail (shorten or cancel outdoor exposure for sensitive groups.
  - 2. Red Alert – Cancel outdoor activities for sensitive groups and curtail (shorten) or modify outdoor activities for all other groups.
  - 3. Purple Alert – Cancel outdoor activities for sensitive groups and limit outdoor exposure for all groups. A purple alert may result in cancellation or the delayed start of all outdoor activities and events until air quality improves.

#### XI. BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

All school employees and volunteers will receive bloodborne pathogens exposure training which shall include information related to:

- A. Modes of transmission and methods of prevention of exposure to Human Immunodeficiency Virus (HIV), Hepatitis B, and Hepatitis C infections;
- B. Universal precautions
- C. Recognition of tasks/situations that could involve exposure
- D. Post exposure procedures
- E. Work place practice controls
- F. State rules and regulations related to the release of medical information, confidentiality of test results, discrimination against persons infected with HIV
- G. Community resources for prevention and treatment of bloodborne pathogens and HIV education and services.

The inservice program will be conducted annually at each school as a part of staff development. Employees not assigned to a school shall be scheduled to receive this training and preparation at a designated site. The program director of health services will be responsible for the development of the inservice program.

#### XII. CRISIS TEAM RESPONSE PLAN

The School Nurse will create and maintain a crisis team response plan with identified team members trained annually by the campus School Nurse. The crisis team will consist of a minimum of 10 trained members. The trained members shall include Building Principal, School Nurse, Athletic Trainer, Assistant Principals, Head Custodian, Cafeteria Manager, Counselors and Principals' Designees. A certificate of training must be on file in the principal's office and the School Nurse will update the Director of Safe and Secure School's office with the list of trained members annually.



## SECTION TWENTY-FIVE: TRANSPORTATION

### I. POLICY

- A. The transportation department shall provide bus transportation to students living outside the two-mile limit of the school they attend, providing the school is within the boundary line in which the student resides. Students residing outside the boundary of the school they attend will not be provided transportation. Transportation for students residing inside the above-mentioned two-mile limit will be provided only in the case of hazardous road conditions. These hazardous road conditions must be determined by the executive director/director of transportation. A hazardous condition exists where no walkway is provided and students must walk along or cross a freeway or expressway, an underpass, an overpass or a bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition.
- B. Student transportation aboard a school bus is a privilege and not a right. This privilege may be revoked as a result of improper behavior after proper notification to parents.

### II. ROUTES

- A. All approved bus routes shall be established by the executive director/director of transportation in accordance with the State Board of Education regulations.
- B. Routes will be developed to travel the safest and shortest distant to the student's school. The only routes that will be allowed to go down a cul-de-sac or a street that does not have an outlet will be a special education route that has an aide on the bus to help back up or complete a safe way to turn around.
- C. Changes to bus routes and bus stops may not be made without the approval of the executive director/director of transportation.

### III. BUS LOADING ZONES

- A. School bus drivers are responsible for loading, seating arrangement, safety, and maintaining good order and discipline aboard the school bus. It is the responsibility of each school to have the students in line away from the curb in preparation to load the bus.
- B. Bus lanes shall be kept clear of all private vehicles during the loading and unloading of school buses. Instructions should be given to all students to insure they observe all safety regulations regarding bus lanes. Under no circumstances will students be allowed to use bus lanes as pedestrian crosswalks during loading and unloading.

### IV. ILLNESS

Arrangements shall be made through the school nurse for transportation home for students who become ill during the day, i.e., transportation provided by the school nurse or parents of the student.

### V. BUS REQUESTS

All transportation requests shall be submitted on a form as provided by the Transportation Department. These requests must be submitted within the time frame as indicated on the form. It is the responsibility of the building principal to make sure that the forms are completed properly.

VI. STUDENT BEHAVIOR ON SCHOOL BUSES

- A. It is the intention of the school system to insure the safety of all students who ride the school buses, and to maintain a high standard of efficiency in scheduling and in the operation of the buses.
- B. In order to insure the safety of all passengers on the buses, order must be maintained.
- C. Students whose actions threaten the safe operation of the buses may be suspended from riding the bus for any one of the following reasons:
  - 1. Creating safety hazards to the bus or its occupants either directly or indirectly while on the bus.
  - 2. Refusal to follow any reasonable instruction of the bus driver.
  - 3. Rowdy and disorderly conduct which tends to impair safe operation of the vehicle.
  - 4. Willful or malicious damage to the bus, whether such action is premeditated or the result of misconduct.
  - 5. Acts which threaten the safety of students whether they occur at the bus stop or on the bus shall be sufficient grounds for suspension of students from riding the bus.

The procedure for suspension of students from riding the buses shall follow the same rules as outlined in Section 7, G of the School Board Policies.

## SECTION TWENTY-SIX: BUILDINGS AND PROPERTIES

### I. CUSTODIAL POLICIES

#### A. Supervision

The executive director of buildings and properties will be responsible for the selection, transfer, and dismissal of all of the custodial staff.

1. The executive director of buildings and properties is responsible to this office for training all custodians and to work with the principal in scheduling and supervising all custodians.
2. The building principal is responsible for the operation of their building and supervising the custodial staff. The executive director of buildings and properties is available to assist in methods, training, scheduling, inspections and supervision.
3. When problems arise with custodians, then the principal may send them to the executive director of buildings and properties for transfer or dismissal.
4. When buildings are not maintained at the required level, and after working with the principal, the executive director of buildings and properties is responsible to see that the work is done.

#### B. Vacation

All vacation time will be computed from the anniversary date of the employee. Administrative supervisors will schedule vacation so as to ensure the continued operation of their department. All vacation time must be taken no later than the next anniversary date. Unused vacation will be forfeited if not used by the next anniversary date. Vacation time will not be advanced and does not accumulate.

#### C. Overtime/Flex Schedule

All overtime must be approved by the executive director of buildings and properties before the work is assigned. All overtime other than for approved school functions will be paid by the school activities. All overtime must be shown on the date worked and explained on the time sheet. Custodians are not to receive any monies directly from individuals or schools.

When the school has an event that will go beyond the regular closing time, the custodians will work a flexible schedule for the following: PTA/PTO, building rental, Open House, testing preparation, sports and other parental involvement. The process will be self regulated by the head custodian and the principal designee.

#### D. Custodial Supplies/Stock Requisition Form

All custodial supplies are to be ordered once a month. The Custodial Stock Requisition form is due at the monthly head custodian meetings. The form can be found on the Aldine Website under Central Receiving. Emergency orders are to be kept to a minimum.

E. Light Bulbs

Light bulbs will now be ordered by using the Work Order System (WRT). When placing an order, we ask that the head custodian give their request to the person(s) in their building who is/are responsible for doing work orders. The work orders need to be sent to the Maintenance Department and the head custodian will need to fill out the requisition form when ordering. Custodians are responsible for replacing light bulbs. All repairs and installation of ballast will be done by the Maintenance Department.

F. Jury Duty

Employees will be paid for jury duty if they return with a note furnished by the Court. The note is to be attached to the time sheet.

G. Paychecks

Paychecks are issued on the 5<sup>th</sup> and 20<sup>th</sup> of the month. Permanent employees are paid from the 1<sup>st</sup> – 15<sup>th</sup> of the month and substitutes are paid according to the payroll schedule for hourly, adjustments and substitute pay. Payroll concerns that cannot first be addressed by Buildings and Properties will be referred to the Payroll Department.

H. School Grounds

Custodians are responsible for maintaining flowerbeds, shrubs and walkways. They are to mow around patios and buildings and all the area up to where the larger tractors begin to mow. All litter and strewn paper are to be cleaned up by the custodians.

I. Custodians and the Cafeteria

Custodians are responsible for emptying the trash in the cafeteria, cleaning tables in-between all lunches, cleaning the floors and windows and setting tables and chairs after the final lunch period. Child Nutrition is responsible for cleaning tables during breakfast and after the last lunch of the day.

Please follow the SOP (Standard Operating Procedure) for Cleaning and Sanitizing Food Contact Surfaces:

- Wash surface with all-purpose cleaner
- Rinse surface with clean water
- Sanitize surface using sanitizing solution

Child Nutrition will need to provide the custodians with all purpose cleaner, towels, and sanitizing solution properly mixed in buckets.

During the summer custodians will strip the cafeteria and kitchen floors. Waxing is optional, consult with the kitchen manager. At Christmas time custodians are to clean and scrub the kitchen floor.

J. Liners

Child Nutrition will furnish trash liners for the disposal of food and liquids in the cafeteria. The quantity of trash liners/cases must be agreed upon by the head custodian and the kitchen manager.

K. Replacement of Standard and Specialty Ceiling Tiles

Custodians are to replace standard ceiling tiles that can be reached with a 6 ft. ladder. Tiles that require a taller ladder will need to be addressed with the Maintenance Department. Specialty tiles such as those with speakers, fire sprinklers or electrical devices need to be replaced by the Maintenance Department. Tiles are requested at the monthly Head Custodian Meeting and delivered by Central Receiving.

L. Replacement of Kitchen Ceiling Tiles

The kitchen manager will inform the executive director of child nutrition of the need to replace ceiling tiles. The Child Nutrition Department and Buildings and Properties jointly will assess the need and will submit the work request to the Maintenance Department if agreed to jointly. Once the tiles are delivered, the cafeteria manager and head custodian will coordinate a date for changing the tiles and Child Nutrition will clean and sanitize the food preparation area when the job is complete.

II. PROPERTY INVENTORY

A. Annual Inventory

The principal is responsible for all property at each location. Included in this responsibility is an annual fixed asset inventory verification process. Inventory verification reports are created by the Director of Accounting and Business Services. Inventory verification reports and instructions are distributed by the Director of Risk Management. The inventory verification reports are to be completed by campus personnel and returned to Risk Management within four weeks of receipt.

B. Property Transfer Tickets

The use of Property Transfer Tickets maintains a location's fixed asset inventory accurate throughout the year. Property Transfer Tickets track movement of inventory at each location.

1. Movement of Furniture and Equipment from One Location to Another

Movement of furniture or equipment from one location to another requires the completion of a Property Transfer Ticket. All copies of completed Property Transfer Tickets are to be sent to Central Receiving via interoffice mail. Central Receiving personnel will move the furniture or equipment and complete the Property Transfer Ticket process. Central Receiving will issue a signed Property Transfer Ticket to each location and to Accounting and Business Services.

2. Removal of Obsolete or Unusable Furniture and Equipment

Property that no longer has a useful life should be removed from the premises. Completion of a Property Transfer Ticket is required. All copies of completed Property Transfer Tickets are to be sent to Central Receiving via interoffice mail. Central Receiving personnel will remove the furniture or equipment and complete the Property Transfer Ticket process. Central Receiving will issue a signed Property Transfer Ticket to each location and to Accounting and Business Services.

3. Lost or Stolen Property

A written report must be made to the Deputy Superintendent of Operations for all incidents involving lost or stolen property. The report should include the following information: location, details surrounding the theft or disappearance, description of the item, model number, serial number and date of loss. If applicable, include the police case number.

In addition to the written report, a Property Transfer Ticket must be completed and sent to Accounting and Businesses Services. Retain the pink copy of the Property Transfer Ticket. The Property Transfer Ticket will trigger the removal of the lost or stolen item from the location's inventory.

III. WAREHOUSE AND CENTRAL RECEIVING

A. Surplus Furniture

A limited supply of surplus furniture, new and used chair desks, tables, chairs and files is maintained. All requests are to be made to the warehouse manager.

B. Repair of Furniture and Equipment

All requests for repairs are to be made to the warehouse manager.

C. Deliveries

Deliveries of mail and supplies are made daily.

D. Pick-ups

Pick up of furniture for repairs and audio-visual equipment for repair will be picked up on request to warehouse manager. These requests may be made by phone or email.

E. Supplies

All orders for stock are to be by stock requisition to the office of the warehouse manager.

IV. BUILDING SECURITY

A. Watchman or Patrol Service

Each principal is responsible for their respective buildings. If a night watchman or patrol service is assigned to this building, the principal is to work with the deputy superintendent of operations in supervising the watchman.

B. Keys

The principal is responsible for control of all building keys. Additional keys are to come from this office and are furnished upon order from the principal. No one in the buildings is to have keys duplicated at anytime.

C. Alarm Systems

Schools that have alarm systems, the principal is to work with the deputy superintendent of operations and all requests for service are to be made to this office.

## V. WATER ANALYSIS

### A. Swimming Pools

In the senior high schools, all swimming pools must have three water analyses each week. The principal is responsible for working with the engineers to maintain the correct water in all swimming pools. The results of each analysis are to be furnished to the office weekly.

### B. Water Wells and System

The executive director of maintenance is responsible for analysis of each well and system every six months.

## VI. CAMPUS BEAUTIFICATION

In order to provide consistency throughout the Aldine district, principals will submit plans for landscaping their campus to the Committee for Campus Beautification prior to any work being done. Proposals should include location of buildings, types of plants desired, projected expenses, and plans for installation and future maintenance. It is strongly recommended that low maintenance and disease-resistant plants be used. Mulch must not be placed higher than the building slab in order to prevent entry for termites.

The proposal will be submitted to the deputy superintendent prior to consideration by the Campus Beautification Committee. The Committee will consist of the deputy superintendent, area superintendents, the executive director of buildings and properties, the executive director of maintenance and the executive director of buildings and construction. After consideration by the committee, the principal will be notified of the decision.

## VII. COMMUNITY USE OF BUILDINGS AND PROPERTIES

The buildings and properties of the school district will be available for community use only under conditions prescribed or permitted by law and in accordance with the following policy:

### A. GENERAL PROVISIONS

1. The approving officials for use and rental of facilities are the executive director of buildings and properties, the on-site facilities manager of the M.O. Campbell Educational Center and the athletic director. The executive director of buildings and properties is responsible for approving community use of school sites and their buildings. The on-site facilities manager is responsible for approving community use of the M.O. Campbell Educational Center. The athletic director is responsible for approving the use of fields for competitive events. Principals may approve periodic use of school playing fields and playgrounds by non-profit community groups and such use will be at no charge.
2. The use of buildings, grounds and parking lots will not interfere with the normal use of the buildings and grounds by students under the direction of school personnel. Any agreement to use or rent school district facilities is void if such use or rental would interfere with school district activities. No school district employee has authority to allow use or rental of facilities if such use or rental will interfere with school activities. Agreements may be canceled by the school district in order to schedule school district activities.

3. The request for the use of the building for the designated purpose will be made on a document prepared by the school district. Any group or organization requesting the use of school facilities will apply for their use in sufficient time so that arrangements can be made for the use of facilities, preferably at least thirty days in advance (sixty days for the educational center).
4. Only one user will be allowed to rent a facility at a time. The user (applicant or applicant's agent) must be at least 21 years old and must reside in or have a principle place of business within the school district.
5. The school district, at its sole discretion, may require the user to carry liability insurance with the school district as a beneficiary and to provide indemnity to the school district for any and all claims arising from the use of the district's facilities. A copy of the insurance policy in an amount not less than \$500,000 general liability will be issued to the district prior to use of the facility. The approving officials may require the user to furnish emergency medical personnel during the activity for which the facility is being used.
6. Carnivals and fairs which use mechanical rides are not allowed. No games of chance will be conducted on any school district property at any time. At no time will alcoholic beverages, tobacco or tobacco products, or any controlled substances be used or possessed on school district property, including parking lots. All facilities will be smoke free and tobacco free. Any person who appears under the influence of alcohol or drugs will be removed from school district property.
7. The district may require the user to employ security. All uniformed or armed security will be assigned through the school district's Police Department. No user will carry weapons of any kind or be authorized to permit others to carry weapons of any kind on school district property, including parking lots. All persons entering school district properties do so agreeing to being scanned by metal detectors and are subject to being searched physically as may be appropriate. Anyone caught with weapons will be subject to prosecution to the full extent of the law.
8. At a charge, the school district will furnish the necessary employees to open and close school facilities. Users will schedule their activities and events so that facilities are vacated and may be secured at the expiration of the reserved time. No facility may be reserved for use between the hours of midnight and 6:00 a.m.
9. Concessions may be operated by the school district's food service department. Users who wish to operate concessions must seek prior approval. Food and drinks are never to be allowed in rooms with carpeting or upholstered furniture, on arena or gymnasium floors, in dressing rooms, or in the pool areas.
10. All users must leave the facilities as they found it -- clean, in order, and free of damage -- and will be held responsible for any damages to school property during their use of the building even if the damage is caused by the user's guests, invitees, or people the user allows on the property. The approving officials will be the sole judge of destruction of properties. If the user does not act responsibly in the use of the facility, the user's privileges will be revoked.
11. Facilities may be used by other school districts for inter-district and post-season competitions. Conditions of use of facilities will be on a negotiated basis.



B. GYMNASIUMS - GENERAL PROVISIONS

Gymnasiums are not available for regular use by non-profit, community groups. User must show proof of non-profit certification before periodic use of a gymnasium. Food or drinks are not allowed without prior approval. The use of any gym equipment listed below will require the assignment of a facility person. Assignment will be made by the athletic department at a rate listed in rental and use fee schedule below.

- |    |                    |    |  |
|----|--------------------|----|--|
| a. | Roll out bleachers | c. | Dressing rooms                           |
| b. | Scoreboard clock   | d. | Any other equipment or athletic facility |

C. SWIMMING POOLS - GENERAL PROVISIONS

The swimming pools are not available for regular use by non-profit, community groups. User must show proof of non-profit certification before periodic use of swimming pools. The user is subject to the following provisions:

1. The basic rental fee covers use of the following pool areas only: pool, deck area, and dressing room.
2. The use of any pool equipment (lane ropes, starting blocks, etc.) will require the assignment of a facility person. Assignment will be made by the athletic department.
3. Before pool rental is approved, the user must provide the district with copies of current lifeguard certification for life guards they are using.
4. No food or drinks will be brought inside pool areas.
5. Glass containers are prohibited.

D. M.O. CAMPBELL EDUCATIONAL CENTER - GENERAL PROVISIONS

The educational center will be used only for public school district activities through December 31, 1996. After that date, it will be available to rent for special occasions and according to the rental fee schedule when it is not in use by Aldine Independent School District. The center will not be available for regular use by non-school district groups. All users will use the center in a manner consistent with the standards of the community and the policies of the school district. No user will promote illegal, obscene, or immodest behavior. At the time the reservation to use the center is made, all users must pre-pay the rental fees and must pay a security deposit equal to at least one-half of the rental fees. If the reservation is canceled within two weeks of scheduled use by regular rate users, the security deposit will be forfeited. If the reservation is canceled within one week of scheduled use by reduced rate users, the security deposit will be forfeited. All forfeitures are in the form of liquidated damages. Specific rules and regulations are published for use of the center.

E. ALDINE AUXILIARY STADIUM - GENERAL PROVISIONS

The auxiliary stadium is not available for regular use by non-profit, community groups. User must show proof of non-profit certification before periodic use of the stadium. The user is subject to the following provisions:

1. Basic rental fee covers use of the following areas only: track, rest rooms, and stand.

2. There will be an additional charge for press box, long jump pits, shot put rings, starting blocks.
3. The use of high jump mats, hurdles, or pole vaults will require the assignment of a second facility man at charges listed below.
4. The use of stadium lights requires an additional charge.
5. The field house, weight room and blue storage buildings are not available for use.
6. These items are not available for renting: measuring tapes, stop watches or clip boards.
7. Security must be assigned by the user and approved by the executive director of buildings and properties.

F. SPECIAL PROVISIONS FOR RATE GROUPS

No Charge:      School-Sponsored Groups

School cafeterias, auditoriums, classrooms, gymnasiums, and swimming pools will be available for use at no expense to certain individuals, groups, or organizations participating in school-sponsored activities. Except for fundraising activities for school program enrichment, users must pay a rental fee to use facilities. Examples of organizations having free use of buildings: Boy and Girl Scouts, 4-H groups, FHA, FFA, PTA, Band Boosters, Athletic Boosters, and other school-sponsored activities, etc. All such groups will be subject to the following provisions:

1. The facility will be used for the benefit of the children attending school in this district.
2. The group sponsor, chairman, or leader will be responsible for the facility being used.
3. Only authorized employees of the school district will be permitted to have keys to unlock school district facilities. If a school district employee is not available to serve as custodian, the facility cannot be used. The custodian will remain on the premises during the rental period. A school principal or designee may open a school to any of the groups above at no charge.
4. No admission can be charged, collected, or taken. No attempt will be made to raise money unless the fundraising has been approved by the school principal and the funds are to be used to enrich the school's program.
5. During fundraising activity rentals, the organization will pay for custodial services at the rate of time and a half.

Full Rate:      Regular Use by non-Profit, Community Groups

School cafeterias, auditoriums, and gymnasiums will be available for regular use by non-profit, community groups such as churches, civic clubs, colleges, governmental units, and homeowner's associations. This availability is month-to-month and only for a limited period of time as a temporary meeting facility pending the group's acquisition of its own facility. Swimming pools are not available for regular use. The user must show proof of

non-profit certification before use of the facility. The user is subject to the following provisions;

1. The organization is non-profit in nature (must show proof of state certification).
2. The organization will not operate concessions.
3. If lighting, sound systems, or scoreboards are required, an additional charge will be added to the rental fee.
4. The group must own a real estate site within the school district and must plan to construct and open its own building within three years from the first rental date. The cumulative rental period will not extend beyond three years.

Reduced Rate: Periodic Use by Non-Profit, Community Groups

School cafeterias, auditoriums, gymnasiums, and swimming pools will be available for periodic use at a reduced charge to non-profit, community groups, such as churches, civic clubs, colleges, governmental units, and homeowner’s associations. This availability is only for special occasions and is not for regular use. The user must show proof of non-profit certification before use of the facility. The user is subject to the following provisions:

1. The organization is non-profit in nature (must show proof of state certification).
2. The organization will not operate concessions.
3. If lighting, sound systems, or scoreboards are required, an additional charge will be added to the rental fee.

G. RENTAL AND USE FEE SCHEDULE

When a school district facility is used by school-sponsored groups solely for the benefit of the children attending school in this district (academic clubs, FFA, FHA, PTA, Aldine Coordinating Committee, Educational Advisory Committee, etc.) there is no rental charge for use of the facility. As appropriate, the cost for custodial personnel will be charged to the appropriate budget.

Non-profit, community groups such as churches, civic clubs, colleges, governmental units, and homeowner’s associations may use school district facilities according to the following fee schedule:

1. Schools: Regular Use by Non-Profit, Community Groups (Full Rate)

<u>Facility</u>	<u>Capacity</u>	<u>Rate</u>
High school auditorium	1,000	\$ 500.00
9 <sup>th</sup> Grade & High school cafeteria	1,000	\$ 400.00/\$475.00
9 <sup>th</sup> Grade & High School gym *	900	\$ 400.00/\$475.00
Middle school auditorium	500	\$ 350.00
Middle school cafeteria	1,000	\$ 300.00
Middle school gym *	450	\$ 350.00

Inter. and Elementary cafetorium	700	\$ 250.00/\$250.00
Inter. and Elementary gym*	450	\$ 200.00/\$200.00

[\* Gym fee schedule is based on a two hour block]

2. Schools: Periodic Use by Non-profit, Community Groups (Reduced Rate)

<u>Facility</u>	<u>Capacity</u>	<u>Rate</u>
High school auditorium	1,000	\$ 250.00
9 <sup>th</sup> Grade & High school cafeteria	1,000	\$ 200.00
9 <sup>th</sup> Grade & High school gym*	900	\$ 30.00
9 <sup>th</sup> Grade & High school classroom	30	\$ 10.00
Middle school auditorium	500	\$ 200.00
Middle school cafeteria	1,000	\$ 200.00
Middle school gym*	450	\$ 30.00
Inter. and Elementary cafetorium	700	\$ 125.00
Inter. and Elementary classroom	30	\$ 10.00
Inter. and Elementary gym*	450	\$ 30.00
Swimming Pools **		
Basic Rental Fee		\$ 500.00
Pool person to open/close (per hr./per person)		\$ 15.00

[\*Gym fee schedule is based on a two hour block]

\*\*No equipment will be used or rented]

3. M.O. Campbell Educational Center

	<u>Rate</u>
Arena basic fee (per 4 hour block)	\$3,000.00 *
Arena floor removal	\$1,500.00
Grand Foyer	\$ 500.00
Teaching theater basic fee (per 4 hour block)	\$ 400.00 *
3410 sq. ft. meeting room basic fee (per 4 hour block)	\$ 300.00*
Uniformed police (per hour/per person)	\$ 40.00
Event services (per hour/per person)	
Ticket auditor	\$ 25.00
Ticket sellers/takers	\$ 20.00
Labor	\$ 25.00
Sound system operator	\$ 30.00
Additional Equipment (on an availability basis only)	
Podium	\$ 25.00
Microphone	\$ 25.00
Easel	\$ 10.00
Table (6' rectangular)	\$ 5.00
Table (6' round)	\$ 5.00
Stacking chair	\$ 1.00

The basic fee for use of M.O. Campbell Educational Center includes on-site maintenance support and normal custodial cleanup. After hour events and larger events requiring additional custodial support may be subject to additional charges.

. The basic fee does not include setup/takedown of user's equipment or exhibits. If the user needs time for setup/takedown of exhibits, etc. outside of the four

hour block, the user will pay a fee of \$125.00 per hour. The basic fee for use of the arena does not include use of the central sound system. The basic fee for the arena and the teaching theater includes setup/takedown and use of a podium speaker system. The basic fee for the 3410 sq. ft. meeting room includes setup/takedown and use of a podium speaker system and of tables and chairs. The basic fee does not include security.

- \* a Non-profit organizations whose membership is composed of children enrolled in the school district may rent the rooms for special events for a minimum of two hours and pay a reduced room fee of \$125.00 per hour for the arena, \$45.00 per hour for the teaching theater, and \$45.00 per hour for the meeting room, and \$50.00 per hour for the Grand Foyer. Examples of such groups are Boy/Girl Scouts, YMCA/YWCA, and Little League. The security deposit equivalent to one-half the total fee is paid when the reservation is made. For example, the reduced fee for rental of the teaching theater for a two hour scouting program is \$40.00, with a deposit of \$20.00.
- \*b Non-profit, community groups such as churches, civic clubs, colleges, governmental units, and homeowner’s associations and which do not charge any registration or admission fee, regardless of the nomenclature used, may rent the rooms for special events according to the fee schedule. The security deposit equivalent to one-half the total fee is paid when the reservation is made.
- \*c The room rental fee for any user who charges any registration or admission fee, regardless of the nomenclature used or of the group’s profit or non-profit status, will be calculated at the greater of the basic fee or 20% of the gross admission receipts. The basic fee and deposit will be prepaid when the reservation is made, with fee adjustments made after gross receipts are tabulated. Numbered admission ticket provided by the school district must be used exclusively.

4. Aldine Auxiliary Stadium

	<u>Rate</u>
Basic rental fee	\$ 300.00
Equipment service (per hour/per person)	\$ 15.00
Custodial service (per hour/per person)	\$ 15.00
Additional charges:	
Press box	\$ 25.00
Long jump pits	\$ 25.00
Shot put rings	\$ 25.00
Starting blocks	\$ 25.00
Stadium lights	\$ 200.00
High jump mats ***	\$ 25.00
Hurdles ***	\$ 25.00
Pole vault ***	\$ 25.00

[\*\*\* requires a second person to assist at \$15.00/hr]

SECTION TWENTY-SEVEN: MAINTENANCE/TECH SERVICES/CENTRAL RECEIVING

I. MAINTENANCE

A. Building Repair

Routine maintenance should be channeled directly to the director of maintenance, through the District Work Order System. Unusual problems, renovation, construction or added facilities shall be channeled through the deputy superintendent.

B. Service Calls

Service calls are made to schools for bell and clock adjustment. Instances when service calls can be avoided are as follows and should be included with in-service training.

Purchase a new bulb for a projector needing one and put in a work order to have it installed.

No attempt should be made by teachers or students to "fine tune" a television.

Be sure that each of your teachers understands the operation procedures of technology equipment.

All technology equipment should have a bar code sticker identifying it for inventory or repair purposes.

C. Repair of Furniture and Equipment

All requests for repairs of furniture and equipment are to be referred to the Warehouse and Central Receiving.

## SECTION TWENTY-EIGHT: STUDENT SERVICES

### I. PUPIL ACCOUNTING

#### A. Residence

The residence of a minor [a child under the age of eighteen (18) years] is presumed to be the residence of the child's parent, guardian, or other person having lawful control under a court order. An adult student's residence for school purposes will be the place where the person most regularly lives. Unless enrolled in magnet schools, or participating in majority-minority transfers, or as otherwise permitted by this policy, students are required to attend the schools in which their residence is zoned.

#### B. Cessation of Eligibility

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

#### C. Participation in University Interscholastic League Activities

A person's eligibility to participate in activities of the University Interscholastic League (UIL) is governed by UIL rules and regulations. A person may be able to attend a particular school in this school district but be ineligible to participate in UIL activities at that school. A person who participates in UIL activities when ineligible places the school and other students' eligibility in jeopardy. A student who desires to participate in UIL activities is responsible for coordinating with the appropriate director, coach, or other school sponsor of the activity to ensure that the student meets UIL eligibility guidelines.

Legislative Change: No Pass, No Play  
SBI 33.081. EXTRACURRICULAR ACTIVITIES.

A student who is enrolled in a school district in this state or who participates in a UIL competition will be suspended from participation in any extracurricular activity sponsored or sanctioned by the school district or the UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class. A suspension continues for at least three weeks and is not removed during the school year until the conditions of Subsection (d) are met. A suspension does not last beyond the end of a school year. For purposes of this subsection, "grade evaluation period" means:

- The six-week grade reporting period; or
- The first six weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade reporting period longer than six weeks.

Until the suspension is removed under this subsection or the school year ends, a school district will review the grades of a student at the end of each three-week period following

the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class, other than an identified honors or advanced class, is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers will make the determination concerning the student's grades.

Suspension of a student with a disability that significantly interferes with the student's ability to meet regular academic standards must be based on the student's failure to meet the requirements of the student's individualized education program. The determination of whether a disability significantly interferes with a student's ability to meet regular academic standards must be made by the student's admission, review, and dismissal committee. For purposes of this "student with a disability" means a student who is eligible for a district's special education program.

A student suspended under this section may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance.

An appeal to the commissioner is not a contested case under Chapter 2001, Government Code, if the issues presented relate to a student's eligibility to participate in extracurricular activities, including issues related to the student's grades or the school district's grading policy as applied to the student's eligibility. The commissioner may delegate the matter for decision to a person the commissioner designates. The decision of the commissioner or the commissioner's designee in a matter governed by this may not be appealed except on the grounds that the decision is arbitrary or capricious. Evidence may not be introduced on appeal other than the record of the evidence before the commissioner. These guidelines are subject to change at any time as a result of UIL or TEA action.

D. TEMPORARY INTRA-DISTRICT TRANSFER FOR UNIQUE SCHOLASTIC PROGRAMS

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

E. Juniors and Seniors

If the student's residence changes to another attendance zone or another school district after the student has started attending classes in the student's junior year, the school district will allow the student to remain enrolled at the current school until graduation. In order to receive permission not to transfer or withdraw, the student must deliver a written application to the appropriate assistant superintendent of administration prior to the beginning of the semester which follows the semester during which the move occurred.



If permission is granted to allow the student to continue attending the current school, the student will be responsible for transportation to and from school and school activities. Out of district residents allowed to continue under this provision will pay out-of-district tuition for the senior year only. Only students who comply strictly with this provision will be allowed to continue attending the school until graduation. The district does have the right to revoke the transfer of any transfer student for violating the District's Student Code of Conduct. The district may exercise that right at any time during the year.

F. Foreign Exchange Students

The number of Foreign Exchange Students desiring enrollment in the Aldine Independent School District is limited to two students at each traditional high school (Aldine, Eisenhower, MacArthur and Nimitz). This is granted by a waiver from the Texas Education Agency. Foreign Exchange Students are accepted on a first come, first serve basis after meeting requirements for admissions.

G. Foster Care Students

Foster care children may attend the schools of the district if they live with resident foster parents as their placement by an agency of the state or by a political subdivision. Students who are enrolled in high school and placed in non-resident temporary foster care by the Department of Human Resources may attend without tuition the high school in which they were enrolled when the temporary placement was made.

H. Children of District Employees

Eligible students who reside in the home of employees of the school district may apply to the assistant superintendent of administration for an intra-district or inter-district transfer to attend a traditional school in attendance zones in which they do not reside, and for as long as those schools have capacity for out-of-zone students and the school is close to the employee's place of employment. If granted, the transfer must be renewed each year in April, by submitting a completed transfer form in order to be eligible to attend school for the next year. If the employee terminates employment with the school district, the student's eligibility to attend the school ceases at the end of the semester in which the employment was terminated. Not later than the first Friday in April each year, students who reside outside the school district must submit to the assistant superintendent of administration a completed state transfer request form in order to be eligible to attend school for the next year. The district does have the right to revoke the transfer of any transfer student for violating the District's Student Code of Conduct. **The district may exercise that right at any time during the year.**

I. Minors Living Separate and Apart from Parents/Guardians

A minor may apply to the assistant superintendent of administration for a determination that the minor has established a residence for school purposes separate and apart from the minor's parent, guardian, or other person having lawful control under a court order. The application must be filed by the minor's parent, guardian, or other person having lawful control under a court order and must establish that the presence of the minor is not for the primary purpose of participation in extra-curricular activities. If the applicant is not satisfied with the determination, the applicant may appeal to the Board of Trustees.

J. HOMELESS CHILDREN

House Bill 103 - Texas Education Code related to the admission of children to the public free schools.

The provision amending Section 21.031 (c) (4) ensures that homeless children are eligible for enrollment. By federal definition homeless children are individuals who lack a fixed, regular, and adequate residence, or whose primary nighttime residence is a shelter, an institution providing temporary residence for individuals intended to be institutionalized, or a place not ordinarily used as a regular sleeping accommodation for human beings. Therefore, school districts must review and revise policies and procedures to ensure that these children have prompt access to public school enrollment without tuition. Residency requirements, guardianship requirements, or school record requirements cannot be used to prohibit or delay the enrollment of homeless children and youth.

Secondly, the provision of House Bill 103 that amends Section 21.031 (d) ensures that any child who is not living with his parents is eligible for enrollment as long as the child's presence in the school district is not for the primary purpose of participation in extracurricular activities. Consequently, school districts must review and revise policies and procedures to ensure that such children are promptly enrolled in school. Specifically, policies that require relatives or friends to obtain legal guardianship or other court action prior to enrollment are in violation of state law (unless it can be determined that the child's presence in the school district is for the primary purpose of participating in extracurricular activities).

#### K. HARDSHIP / SCHOOL SAFETY CHOICE OPTION (NCLB)

Persons who desire transfers because of hardship conditions must contact the assistant superintendent of administration or the superintendent's designee. The district does have the right to revoke the transfer of any transfer student for violating the District's Student Code of Conduct. The district may exercise that right at any time during the year.

A student who becomes a victim on campus of one of the violent criminal acts listed below is entitled to transfer to another grade appropriate campus if the act was perpetrated by another student on that campus.

- Attempted murder
  - Indecency with a child
  - Aggravated kidnapping
  - Assault on student
  - Aggravated assault on student
  - Sexual assault or aggravated sexual assault against a student
1. the victim of sexual assault may transfer to a different campus in the district. If the victim does not want to transfer,
  2. the district must transfer the student who engaged in the offensive conduct to a different campus which the victim's is not assigned,
  3. in either case, the district does not provide transportation to the student who transfers.

The parent and/or guardian may apply to the assistant superintendent of administration for a transfer to another grade appropriate campus in the Aldine district if a student becomes a victim on campus of one of the acts listed above. If the transfer is approved the move would be immediate. The student would remain at the grade appropriate school for the remainder of the school year and the parent and/or guardian may apply yearly for continuation of the transfer.

L. Affidavits

Only natural or legally adopted children of residents living in the geographic area served by Aldine may be enrolled at an Aldine school.

When anyone other than a natural parent, adopted parent or legal guardian tries to enroll a student, he/she must come to the Attendance Counselors' office for a conference, if the natural parent lives outside the Aldine district or living with this person would cause the student to attend a school other than the school they are zoned to according to the natural parent, adopted parent or legal guardian's address.

Patrons must not be sent to the Central Office to apply for guardianship papers.

Patrons must have a signed permission slip from the Attendance Counselors' office before the student(s) can be enrolled.

- M. The principal or the principal's designee will act as the authorized representative for purposes of signing withdrawal forms and other leaver reason documentation. Withdrawal forms completed by the parent/guardian or adult student should be signed by the parent/guardian or adult student as well as the district representative. Adult students include students who are 18 years old or older, students of any age who are married, and students who have established a separate residence from their parents or guardians.

The principal or principal's designees who act as the authorized representatives for purposes of signing withdrawal forms and other leaver reason documentation will attend training annually.

The principal will annually appoint a dropout coordinator who is a member of the school's professional staff. It is the duty of the dropout coordinator to coordinate building efforts to recover and track dropouts. The dropout coordinator will attend district level training once a year.

- N. Students who do not reside in the Aldine School District but whose grandparents reside in the Aldine district and provide a substantial amount of after-school care for the student as determined by the district's board of trustees maybe eligible for enrollment. (A substantial amount of time is 3 or more days per week.)

## SECTION TWENTY-NINE: TECHNOLOGY SERVICES

### I. USE OF DISTRICT TECHNOLOGY

In order to use district technologies an Acceptable Use Policy must be signed and on file.

### II. PURCHASE APPROVAL PROCESS

#### A. Hardware

1. Technology hardware must be selected from the pre-approved list of products in the On-line Technology Catalog (OTC).
2. Any technology hardware not listed in the OTC must be approved by the executive director of technology services prior to purchase.
3. Computer application and operating system images are created and maintained by Technology Services.
4. Servers and core network hardware must be installed in the district's central data center and maintained by Technology Services.
5. Edge network devices may be housed in other buildings and maintained by Technology Services

#### B. Software

1. All software must be approved by the principal or department head, the cabinet level officer, the executive director of curriculum and instruction, the computer repair supervisor, the WAN administrator, and the executive director of technology services. The software approval form is available from the executive director of technology services.
2. Licenses for all software must be filed and accessible for audit at the department or campus where the software was purchased.
3. Software can be installed and/or used only to the extent that the district owns a license for it.
4. Hardware necessary to run the software must be purchased by the organization purchasing the software, or already available. This includes but is not limited to drops, network equipment, servers, computer workstations and peripherals.
5. Server-based software installations will be completed by Technology Services.
6. Workstation-based software installations will be coordinated by Technology Services.
7. No personally owned software may be installed on any district hardware.

### III. TECHNOLOGY SUPPORT

#### A. Warranty repairs

Technology Services will maintain a contract for warranty repair of district technology equipment for the lifetime of the warranty.

#### B. Out-of-warranty repairs

Technology Services will repair district technology equipment after the warranty period ends until the equipment is declared Not Feasible to Repair (NFR).

#### C. Not Feasible to Repair (NFR)

Equipment may be declared NFR under any of the following circumstances:

1. Repairs exceed 50% of the cost of replacement
2. Repair history shows an excessive number of repairs
3. Parts are no longer available
4. Manufacturer no longer supports the equipment

### IV. TELECOMMUNICATIONS

#### A. Internet Access

1. Technology Services will contract and maintain a district-level connection to the Internet.
2. Blocklist
  - a. Technology Services will maintain a subscription service block list in compliance with the Children's Internet Protection Act (CIPA)
  - b. Requests to change block status of any website will be submitted to the executive director of technology services.

#### B. Voice communications

1. Landline phones
  - a. Technology Services will provide and maintain phone systems for all district buildings as appropriate and approved.
  - b. Technology Services will provide long distance codes for approved personnel. All long distance phone calls must be work-related.
2. Cell and direct connect devices
  - a. Technology services will provide and maintain cell and/or direct connect wireless devices to approved personnel.

- b. Request for changes or new cell and/or direct connect services or devices must be approved by the employee's supervisor, cabinet-level supervisor, deputy superintendent and superintendent. An approval form is available from the executive director of technology services.

## SECTION THIRTY: CHILD NUTRITION POLICIES

### I. THE SCHOOL CAFETERIA AND THE SCHOOL

#### A. Responsibility

The employees are directly responsible to the manager. The manager and employees are responsible to their CN supervisor and to the executive director of child nutrition services for all phases of kitchen operation and to the building principal for practices within the building. All employees are to work with the principal to attain goals of the school. The principal should consult the manager, the CN supervisor and/or executive director of child nutrition services regarding quality, attitude, employee dress, etc., as necessary. The principal will work with the school educational and support staff to assure that all Child Nutrition Program federal and state regulations are followed.

#### B. Cleaning

Cafeteria tables and chairs will be cleaned according to shared school site decision [Child Nutrition Services, Buildings and Properties Department, Principal]. The cleaning of the cafeteria floor is to be done by the custodian. The kitchen in total is to be kept clean daily by cafeteria employees. Kitchen floors will be fully stripped and cleaned in the summer by custodians. Kitchen floors will be fully scrubbed and cleaned by custodians during winter break.

#### C. Prices

Prices for meals served under the federal CN program are approved by the Board of Education and subject to change with their approval. Managers and principals are to be supplied price lists as compiled by the Executive Director of Child Nutrition Services listing additional items available, and the cafeteria policy with regard to sale to students or adults.

#### D. Special Use of Kitchen

All school sponsored organizations using the kitchen, and making use of major or large equipment, must have a cafeteria employee on duty (Board Policy). The CN employee labor charges will be billed to the organization through CN Special Events. The organization must submit a completed "REQUEST FOR USE OF SCHOOL KITCHEN FACILITIES AND EQUIPMENT" form at least ten [10] working days prior to the requested use date. Any school group using the kitchen for socials, etc., should notify the cafeteria manager prior to its use.

#### E. Catering Requests

Any school organization or principal who needs food/service for special events should request items through the child nutrition services special events coordinator. School organizations should contact the child nutrition services special events coordinator for prices and service available. A completed Special Event Order Form must be sent in to the child nutrition services office at least ten [10] working days in advance of the scheduled event. Forms may be obtained from any child nutrition manager or the child nutrition services link on their website.

#### F. Meal Applications

Applications, letters of explanation, approval forms, hearing procedures, and general policy statements are on file in the Child Nutrition office. The principal and school nurse

must see that each child registered in the school is given a copy of the application each year during their first week in school, and that completed applications are returned promptly to the cafeteria manager. All necessary records will be kept by the Child Nutrition Services department. As per the Application for Free/Reduced Price Meals, all free and reduced status information is confidential.

G. Field Trips

Principals should notify child nutrition managers at least two (2) weeks in advance when classes will be out of the building during lunch periods. All free/reduced price students must be allowed a sack lunch meal from the school cafeteria which meets child nutrition regulations. Paying students must be allowed to choose the same lunch to be paid for at the regular lunch price so as not to identify the free/reduced students. Student meal accounts may be used. The cafeteria manager must have at least two (2) weeks advance notice so she may order the food for these lunches. A field trip form (available from Child Nutrition Services) must be completed by the adult in charge of the field trip. (Refer to 4-2)

II. CAFETERIA PERSONNEL

A. Employment

Any person desiring employment in the cafeteria must complete a Child Nutrition application and related paperwork. Applications may be turned in at the Aldine ISD Child Nutrition office or Aldine ISD Human Resources department.

B. Work Hours

Work hours are set by the executive director of child nutrition services and may vary from school to school. Labor hours on each campus are based on a meals-per-man-hour formula.

III. CN LAWS AND REGULATIONS

Foods sold or made available to students in schools operating under the federal Child Nutrition program must adhere to both federal and state laws and regulations. Failure to comply will result in stiff fines and possible loss of federal/state programs.

A. Federal CN Laws and Regulations

Federal laws regulate the sale of competitive foods with minimal nutritional value [FMNV] (carbonated beverages, ices, gum, certain candies). USDA issued a policy memorandum in January, 2001, which reemphasizes the requirements prohibiting serving Foods of Minimal Nutritional Value (FMNV). The policy re-defines the term “foodservice area” and clarifies the term “eating area” and states that schools may not give away FMNV. The policy also provides for financial penalties when violations of the policy are observed. This is a far-reaching policy, which may result in some major changes in the way schools deal with these foods. USDA has directed state agencies to aggressively enforce these requirements.

1. Schools must properly designate the foodservice area for the purpose of restricting the service of FMNV.
  - The “foodservice area” is defined as any area on school premises where program meals (breakfast and lunches) are both served and eaten as well as any areas in which program meals are either served or eaten.



This includes “eating areas” that are completely separate from the “serving lines” such as hallways, outdoor commons, etc.

- Schools may not design, or designate, their foodservice area in such a way as to encourage or facilitate the choice or purchase of FMNV as a ready substitute for, or in addition to, program meals.
- “Meal periods” are defined to include both the time of serving and the time the student spends eating the meal.

2. Schools must prevent access to FMNV.

- Schools must not serve or provide access to FMNV during meal service periods in the area(s) where reimbursable meals are served and/or eaten.
  - a. This policy applies to the National School Lunch Program, School Breakfast Program and Afterschool Care Program.
  - b. When violations of this policy are noted, the state agency must require both corrective action and restoration to the school food service account of improperly used or lost funds. USDA recommends that corrective action include disallowing reimbursement for all meals served by a school on the day a violation was observed. The lost income suffered by foodservice must come from a source other than the school foodservice account. A corrective action plan will be required and will be diligently monitored to ensure continued compliance.

B. Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296

1. Outreach to Households on the Availability of the School Breakfast Program

- Schools should send reminders regarding the availability of the school breakfast program multiple times throughout the school year. Reminders can be provided to students through the public address system or through means normally used to communicate with the households of enrolled students. Other acceptable outreach activities may include developing or disseminating printed or electronic material to families and students.

2. Water Availability During Lunch Meal Service

- Potable water must be available to students at no charge in the place where lunch meals are served during meal service.
- Areas include the cafeteria, ISS rooms and any other eating areas. The water must be available without restriction in the location where meals are served.
- Child Nutrition will provide water and cups in areas where there are no accessible water fountains.

3. Local Wellness Policy

- Implementation of all areas of the board adopted policy is required [nutrition education, physical activity, other school-based activities, nutrition guidelines for all foods on campus, healthy eating environment, child nutrition operations, school health and safety]. Documentation for all areas is required in every school.

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**PART 1** TEXAS DEPARTMENT OF AGRICULTURE  
**CHAPTER 26** FOOD AND NUTRITION DIVISION  
**SUBCHAPTER A** TEXAS PUBLIC SCHOOL NUTRITION POLICY

### Rules

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<b>RULE §26.1</b>	<b>Statement of Purpose</b>

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Unless otherwise noted in this subchapter, all Texas public schools participating in the federal child nutrition programs (National School Lunch Program, which includes the Seamless Summer Option and After School Care Program, and School Breakfast Program) must comply with the nutrition policies set forth in this subchapter. These policies are intended to supplement federal policies defined by the U.S. Department of Agriculture's Food and Nutrition Services. As a result of local nutrition and wellness policies, school districts may have stricter nutrition guidelines. Any questions or concerns regarding the Texas Public School Nutrition Policy may be directed to: Texas Department of Agriculture Food and Nutrition Division, P.O. Box 12847, Austin, Texas 78711, 1-888-TEX KIDS or [Squaremeals@tda.state.tx.us](mailto:Squaremeals@tda.state.tx.us).

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<b>RULE §26.2</b>	<b>Definitions</b>

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

(1) A La Carte--Individually priced food items provided by the school food service department. These items may or may not be part of the reimbursable school meal.

(2) Competitive Foods--Foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, which includes the Seamless Summer Option and After School Care Program, and/or School Breakfast Program. This definition includes, but is not limited to, food and beverages sold or provided in vending machines, in school stores or as part of school fundraisers. School fundraisers include food sold by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company or organization.

(3) FMNV--Foods of Minimal Nutritional Value. The four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that are restricted by the U. S. Department of Agriculture under the child nutrition programs. See §26.6 of this title (relating to Foods of Minimal Nutritional Value (FMNV)).

(4) Food Service--The school's operation of the National School Lunch Program, which includes the Seamless Summer Option and After School Care Program, and/or School Breakfast Program and includes all food service operations conducted by the school principally for the benefit of schoolchildren and all of the revenue from which is used solely for the operation or improvement of such food services.

(5) Fried Foods--Foods that are cooked by total immersion into hot oil or other fat, commonly referred to as "deep-fat frying." This definition does not include foods that are stir-fried or sautéd.

(6) Fruit or Vegetable Drink--Beverages labeled as containing fruit or vegetable juice in amounts less than 100 percent.

(7) Fruit or Vegetable Juice--Beverages labeled as containing 100 percent fruit or vegetable juice.

(8) Reimbursable School Meal--A meal provided under the National School Lunch Program, which includes the Seamless Summer Option and After School Care Program, and/or School Breakfast Program that meets all USDA requirements in accordance with all applicable federal regulations, policies, instructions, and guidelines and for which the schools receive reimbursement.

(9) School Day--The school day begins with the start of the first breakfast period and continues until the end of the last instruction period of the day (last bell).

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(10) Snacks--Either competitive foods or a la carte, as defined in this section, depending on whether or not they are provided by the school food service department.

(11) Trans Fat--When manufacturers use hydrogenation, a process in which hydrogen is added to vegetable oil to turn the oil into a more solid (saturated) fat. Trans fats may be found in such foods as margarine, crackers, candies, cookies, snack foods, fried foods, baked goods, salad dressings, and other processed foods.

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<b>RULE §26.3</b>	<b>Elementary Schools</b>

(a) Definition. For purposes of this subchapter, an elementary school campus is defined as any campus containing a combination of grades Early Elementary (EE) - 6. Kindergarten - grade 12 (K-12) schools may follow the requirements designated for middle and junior high schools in this subchapter.

(b) Foods of Minimal Nutritional Value (FMNV) Policy.

(1) Elementary school campuses may not serve or provide access for students to FMNV and all other forms of candy at any time anywhere on school premises until the end of the last scheduled class.

(2) FMNV may not be sold or given away to students on school premises by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, guest speakers, or any other person, company or organization. For exemptions and a listing of foods and beverages restrictions, see §26.6 of this title (relating to Foods of Minimal Nutritional Value (FMNV)).

(c) Nutrition Standards. The following specific nutrition standards apply to all foods and beverages served or made available in reimbursable school meals, a la carte food items, and nutritious classroom snacks to students on elementary school campuses.

(1) Fats and Fried Foods.

(A) Schools and other vendors may not serve to students individual food items that contain more than 23 grams of fat with an exception of one individual food item per week.

(B) No individual food item can exceed 28 grams of fat at any time. This excludes peanut butter when served as part of a reimbursable school meal.

(C) Schools must eliminate deep-fat frying as a method of on-site preparation for foods served as part of reimbursable school meals and a la carte foods. Schools that must make extensive equipment or facility changes must be in compliance by the 2009-10 school year or TDA must have approved a written waiver filed by school district no later than July 31, 2008, to extend the time to implement the equipment or facility changes.

(D) Foods that have been pre-fried, flash-fried or par-fried by the manufacturer may be served to students but must be baked or heated by a method other than deep-fat frying.

(E) Potato products.

(i) French fries and other fried potato products that have been pre-fried, flash-fried or par-fried by the manufacturer may be served to students but must be baked or heated by a method other than deep-fat frying.

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(I) Servings must not exceed 3 ounces;

(II) Servings may not be offered more than once per week;

(III) Students may only purchase one serving at a time. (This does not pertain to potato chips, which are mentioned specifically in paragraph (2) of this subsection).

(ii) Baked potato products (wedges, slices, whole, new potatoes) that are produced from raw potatoes and have not been pre-fried, flash-fried or par-fried in any way may be served without restriction.

(F) Schools must include a request for trans fat information in all product specifications.

(G) Schools must reduce the purchase of any products containing trans fats.

(2) Portion Sizes.

(A) The following maximum portion size and nutrient restrictions apply to all foods and beverages served or made available to students on school campuses with the exception of reimbursable school meals, which are governed by USDA regulations.

Attached Graphic

(B) This subchapter does not provide exceptions or phase-in periods for school districts with vending contracts.

(3) Other.

(A) Fruit and/or vegetables must be offered daily on all points of service.

(i) Fruits and vegetables should be fresh whenever possible.

(ii) Frozen and canned fruits should be packed in natural juice, water or light syrup whenever possible.

(B) Schools must offer 2 percent, 1 percent or skim milk at all points where milk is served.

(C) Elementary schools must serve only milk, unflavored water and 100 percent fruit and or vegetable juice.

(D) No electrolyte replacement beverages (sports drinks) may be served or sold.

(d) Competitive Foods and Snacks

(1) An elementary school campus may not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on school premises throughout the school day until the end of the last scheduled class except for those food items made available by the school food service department.

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(2) All foods, beverages and snack items must comply with the nutrition standards and portion size restrictions in this subchapter.

(3) Elementary classrooms may allow one nutritious snack per day under the teacher's supervision, but it may not be served during regular meal periods for that class. The snack may be provided by the school food service, the teacher, parents or other groups and should be at no cost to students.

(4) Prepackaged snacks must comply with fat and sugar limits of this subchapter, and must be single-size servings. No snacks (homemade and prepackaged) may contain any FMNV or consist of candy or dessert type items (cookies, cakes, cupcakes, pudding, ice cream or frozen desserts, etc.).

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<b>RULE §26.4</b>	<b>Middle/Junior High Schools</b>

---

(a) Definition. For purposes of this subchapter, a middle school campus is defined as a campus containing grades 6, 7 and 8. A junior high school campus may contain either grades 7 and 8, or grades 7, 8 and 9. K-12 schools may follow this subchapter's requirements designated for middle and junior high schools.

(b) Foods of Minimal Nutritional Value (FMNV).

(1) Middle school and junior high school campuses may not serve or provide access for students to FMNV and all other forms of candy at any time anywhere on school premises until after the end of the last scheduled class.

(2) FMNV may not be sold or given away to students on school premises by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, guest speakers, or any other person, company or organization. For exemptions and a listing of foods and beverages restricted by the FMNV policy, see §26.6 of this title (relating to Foods of Minimal Nutritional Value (FMNV)).

(c) Nutrition Standards. The following specific nutrition standards apply to all foods and beverages served or made available in reimbursable school meals, a la carte food items and competitive foods to students on middle and junior high school campuses.

(1) Fats and Fried Foods.

(A) Schools and other vendors may not serve individual food items that contain more than 23 grams of fat with an exception of one individual food item per week.

(B) No individual food item can exceed 28 grams of fat at any time. This excludes peanut butter when served as part of a reimbursable school meal.

(C) Schools must eliminate deep-fat frying as a method of on-site preparation for foods served as part of reimbursable school meals, a la carte, snack lines, and competitive foods. Schools that must make extensive equipment or facility changes must be in compliance by the 2009-10 school year or TDA must have approved a written waiver filed by school district no later than July 31, 2008, to extend the time to implement the equipment or facility changes.

(D) Foods that have been pre-fried, flash-fried or par-fried by the manufacturer may be served to students but must be baked or heated by a method other than deep-fat frying.

(E) Potato products.

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(i) French fries and other fried potato products that have been pre-fried, flash-fried or par-fried by the manufacturer may be served to students but must be baked or heated by a method other than deep-fat frying.

(I) Servings must not exceed 3 ounces;

(II) Servings may not be offered more than three times per week;

(III) Students may only purchase one serving at a time. (This does not apply to potato chips, which are mentioned specifically in paragraph (2) of this subsection relating to Portion Sizes).

(ii) Baked potato products (wedges, slices, whole, new potatoes) that are produced from raw potatoes and have not been pre-fried, flash-fried or par-fried in any way may be served without restriction.

(F) Schools must include a request for trans fat information in all product specifications.

(G) Schools must reduce the purchase of any products containing trans fats.

(2) Portion Sizes.

(A) The following maximum portion size and nutrient restrictions pertain to all foods and beverages served or made available to students on school campuses with the exception of reimbursable school meals, which are governed by USDA regulations.

Attached Graphic

(B) This subchapter does not provide exceptions or phase-in periods for school districts with vending contracts.

(3) Other.

(A) Fruit and/or vegetables must be offered daily on all points of service.

(i) Fruits and vegetables should be fresh whenever possible.

(ii) Frozen and canned fruits should be packed in natural juice, water or light syrup whenever possible.

(B) Schools must offer 2 percent, 1 percent or skim milk at all points where milk is served.

(d) Competitive Foods.

(1) A middle or junior high school campus may not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on school premises from 30 minutes before to 30 minutes after meal periods except for those food items made available by the school food service department.

(2) All foods, beverages and snack items must comply with the nutrition standards and portion size

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restrictions in this subchapter.

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<b>RULE §26.5</b>	<b>High Schools</b>

---

(a) Definition. For purposes of this subchapter, a high school campus is defined as any campus containing a combination of grades 9, 10, 11 and 12. K-12 schools may follow requirements designated for middle and junior high schools in this subchapter.

(b) Foods of Minimal Nutritional Value (FMNV).

(1) During school year 2008-09, high schools may not serve or provide access to FMNV during meal periods in areas where reimbursable school meals are served and/or consumed. Thereafter, high schools may not serve or provide access to FMNV and all other forms of candy at any time anywhere on school premises until the end of the last scheduled class. Such foods and beverages may not be sold or given away to students on school premises by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, guest speakers, or any other person, company or organization. For exemptions and a listing of foods and beverages restricted by the FMNV policy, see §26.6 of this title (relating to Foods of Minimal Nutritional Value (FMNV)).

(2) Vending contracts and renewals and amendments executed after March 3, 2004, must expressly prohibit the sale of sugared, carbonated beverages in containers larger than 12 ounces.

(3) No more than 15 percent of the beverages made available through each vending machine or other service point on high school campuses are allowed to be sugared, carbonated soft drinks.

(4) Sugared, carbonated beverages are limited to 12 ounce containers.

(c) Nutrition Standards. The following specific nutrition standards apply to all foods and beverages served or made available in reimbursable school meals, a la carte food items and competitive foods to students on high school campuses.

(1) Fats and Fried Foods.

(A) Schools and other vendors may not serve individual food items that contain more than 23 grams of fat with an exception of one individual food item per week.

(B) No individual food items can exceed 28 grams of fat at any time. This excludes peanut butter when served as part of a reimbursable school meal.

(C) Schools must eliminate deep-fat frying as a method of on-site preparation for foods served as part of reimbursable school meals, a la carte food items, snack lines, and competitive foods. Schools that must make extensive equipment or facility changes must be in compliance by the 2009-10 school year or TDA must have approved a written waiver filed by school district no later than July 31, 2008, to extend the time to implement the equipment or facility changes.

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(D) Foods that have been pre-fried, flash-fried or par-fried by the manufacturer may be served to students but must be baked or heated by a method other than deep fat frying.

(E) Potato products.

(i) French fries and other fried potato products that have been pre-fried, flash-fried or par-fried by the manufacturer may be served to students but must be baked or heated by a method other than deep-fat frying.

(I) Servings must not exceed 3 ounces;

(II) Students may only purchase one serving at a time. (This does not pertain to potato chips, which are mentioned specifically in paragraph (2) of this subsection).

(ii) Baked potato products (wedges, slices, whole, new potatoes) that are produced from raw potatoes and have not been pre-fried, flash-fried or par-fried in any way may be served without restriction.

(F) Schools must include a request for trans fat information in all product specifications.

(G) Schools must reduce the purchase of any products containing trans fats.

(2) Portion Sizes.

(A) The following maximum portion size and nutrient restrictions apply to all foods and beverages served or made available to students on school campuses with the exception of reimbursable school meals, which are governed by USDA regulations.

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(B) Beginning in school year 2009-10, this subchapter prohibits high school students' access to FMNV at any time anywhere on school premises until the end of the last scheduled class. Certain carbonated beverages such as soda water fall within the FMNV category. This subchapter does not provide exceptions or phase-in periods for school districts with vending contracts.

(3) Other.

(A) Fruit and/or vegetables must be offered daily on all points of service.

(i) Fruits and vegetables should be fresh whenever possible.

(ii) Frozen and canned fruits should be packed in natural juice, water or light syrup whenever possible.

(B) Schools must offer 2 percent, 1 percent or skim milk at all points where milk is served.

(d) Competitive Foods.

(1) High schools may not serve competitive foods (or provide access to them through direct or indirect

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sales) to students during meal periods in areas where reimbursable school meals are served and/or consumed except for those food items made available by the school food service department.

(2) All foods, beverages and snack items must comply with the nutrition standards and portion size restrictions in this subchapter.

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<b>SUBCHAPTER A</b>	TEXAS PUBLIC SCHOOL NUTRITION POLICY
<b>RULE §26.6</b>	<b>Foods of Minimal Nutritional Value (FMNV)</b>

(a) Prohibition of sale. Federal regulations prohibit the sale of certain foods, determined to be of minimal nutritional value, in the foodservice area during meal periods.

(b) Restricted Foods. Foods and beverages that are restricted from sale to students are classified in the following four categories:

(1) Soda Water: Any carbonated beverage. No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals and protein.

(2) Water Ices: Any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit or fruit juice.

(3) Chewing Gum: Any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.

(4) Certain Candies: Any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:

(A) Hard Candy: A product made predominantly from sugar (sucrose) and corn syrup that may be flavored and colored, is characterized by a hard, brittle texture and includes such items as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints, and cough drops.

(B) Jellies and Gums: A mixture of carbohydrates that are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.

(C) Marshmallow Candies: An aerated confection composed of sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.

(D) Fondant: A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn or soft mints.

(E) Licorice: A product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root.

(F) Spun Candy: A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.

(G) Candy Coated Popcorn: Popcorn that is coated with a mixture made predominantly from sugar

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and corn syrup.

(c) Exceptions. USDA has approved exceptions for certain products included in the above categories. See the Texas Department of Agriculture's Food and Nutrition Division's Administrators Reference Manual, for the current list of these exemptions.

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<b>SUBCHAPTER A</b>	<b>TEXAS PUBLIC SCHOOL NUTRITION POLICY</b>
<b>RULE §26.7</b>	<b>Exemptions to the Policy</b>

(a) The following are exemptions to this subchapter.

(1) School Nurses. This policy does not apply to school nurses using FMNV during the course of providing health care to individual students.

(2) Accommodating Students with Special Needs. Special Needs Students whose Individualized Education Program (IEP) plan indicates the use of an FMNV or candy for behavior modification (or other suitable need) may be given FMNV or candy items.

(3) School Events. Students may be given FMNV, candy items or other restricted foods during the school day for up to three different events each school year to be determined by campus. The exempted events must be approved, in writing, by a school official. During these events, FMNV may not be given during meal times in the areas where school meals are being served or consumed, and regular meal service (breakfast and lunch) must continue to be available to all students in accordance with federal regulations.

(4) TAKS Test Days. Schools and parents may provide one additional nutritious snack per day for students taking the TAKS tests. The snack must comply with fat and sugar limits of this subchapter and may not contain any FMNV or consist of candy, chips or dessert type items (cookies, cakes, cupcakes, pudding, ice cream or frozen desserts, etc.). Packaged snacks must be in single size servings. These snacks are not part of the After School Care program but a nutritious snack served by the school/parents to students.

(5) Instructional Use of Food in Classroom. For instructional purposes, teachers may use foods as long as the food items are not considered FMNV or candy. Students may consume food prepared in class for instructional purposes. However, this should be on an occasional basis, and food may not be provided or sold to other students or classes. Food provided for students as part of a class or school cultural heritage event for instructional or enrichment purposes would be exempt from the policy. However, FMNV may not be served during meal periods in the areas where school meals are being served or consumed, and regular meal service (breakfast and lunch) must continue to be available to all students.

(6) Field Trips. School-approved field trips are exempt from this subchapter. A school official must approve, in writing, the dates and purposes of the field trips in advance.

(7) Athletic, UIL, Band, and Other Competitions. This subchapter does not apply to students who leave campus to travel to athletic, UIL, band, or other competitions. The school day is considered to have ended for these students. School activities, athletic functions, etc. that occur after the normal school day are not covered by this subchapter.

(8) In-classroom birthday parties.

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(A) Parents or grandparents of a student may bring food items that may be otherwise restricted by this subchapter for an in classroom birthday party on the occasion of the child's birthday. However, the birthday parties must be held after the class' lunch period so as not to spoil the children's appetite for a nutritious meal.

(B) Parents or grandparents may bring restricted food items for children at a school designated function. However, the function must be one of the school's allotted three event days per year. Schools will not be reimbursed for meals served for any days in excess of the three event days per year permitted in paragraph (3) of this subsection.

(b) This subchapter does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they may not provide restricted items to other children at school. A school may adopt a more restrictive rule, however, as local policy.

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**Source Note:** The provisions of this §26.7 adopted to be effective February 26, 2009, 34 TexReg 1231

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<b>TITLE 4</b>	AGRICULTURE
<b>PART 1</b>	TEXAS DEPARTMENT OF AGRICULTURE
<b>CHAPTER 26</b>	FOOD AND NUTRITION DIVISION
<b>SUBCHAPTER A</b>	TEXAS PUBLIC SCHOOL NUTRITION POLICY
<b>RULE §26.8</b>	<b>Healthy Nutrition Environment</b>

(a) All school cafeterias and dining areas should be healthy nutrition environments. Texas public schools participating in federal child nutrition programs should ensure that all students have daily access to school meals (breakfast and lunch).

(b) Schools should not establish policies, class schedules, bus schedules, or other barriers that directly or indirectly restrict meal access.

(c) Adequate time should be allowed for students to receive and consume meals, and cafeterias should provide a pleasant dining environment. The minimum recommended eating time for each student after being served is at least 10 minutes for breakfast and 20 minutes for lunch.

(d) The Texas Department of Agriculture encourages all school districts to adhere to the coordinated school health and physical activity components of the Texas Education Code. It is recommended that PE or recess should be scheduled before lunch whenever possible.

(e) The Texas Department of Agriculture encourages the availability of plain bottled water and 100 percent fruit and vegetable juice at any time anywhere on campus. There is no portion size or serving time restriction on non-carbonated, unflavored, bottled water at any school level. There is no restriction on serving time and location for 100 percent fruit and vegetable juice; however, the portion and sugar restrictions for 100 percent fruit and vegetable juice in the TPNSP must be followed for the appropriate grade levels. It is permissible for the school food service, school or school-supported organizations to sell plain bottled water and 100 percent fruit and vegetable juices that comply with the TPNSP portion and sugar restrictions for the appropriate grade levels, in vending machines or through other means throughout the school day on all campuses. Milk may also be sold, but must also follow the portion and sugar restrictions of the TPNSP for milk.

**Source Note:** The provisions of this §26.8 adopted to be effective February 26, 2009, 34 TexReg 1231

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<b>TITLE 4</b>	AGRICULTURE
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<b>SUBCHAPTER A</b>	TEXAS PUBLIC SCHOOL NUTRITION POLICY
<b>RULE §26.9</b>	<b>Compliance and Penalties</b>

(a) The Texas Department of Agriculture (TDA) will enforce and diligently monitor schools to ensure compliance with this subchapter.

(b) If TDA determines that a school has violated this subchapter, TDA may disallow meal reimbursement for the day on which the violation occurred and require the school to reimburse the food service account for the disallowed reimbursement.

(c) TDA may, depending on the nature, frequency and severity of the violation, impose alternative sanctions on the school or school district, including disallowance of all meal reimbursements to the school district for the four-week period immediately preceding the day of the violation(s).

(d) TDA may interview school staff and collect evidence to determine the longevity and severity of the violation(s).

(e) TDA may waive a disallowance of meal reimbursement for the violation if the disallowance does not exceed \$600. Such a disallowance may be waived for each on-site visit or program review within the school year.

(f) School districts must comply with a documented corrective action plan, approved by TDA. TDA will monitor the school district to ensure compliance with the corrective action plan.

(g) A school district will be notified, in writing, when meal reimbursements are disallowed due to violations of this subchapter.

(h) School districts may appeal disallowance of meal reimbursements in accordance with the requirements set forth in this subsection and TDA's appeal hearing procedures for the Food and Nutrition Programs located in Chapter 1, Subchapter P, Division 6, §§1.1050 - 1.1053 of this title (relating to Administrative Hearing Procedures for Conducting the Appeals of the Food and Nutrition Programs).

(1) School district appeal of TDA findings. A school district may request an administrative review of a denial of all or a part of a disallowance of meal reimbursements arising from the results of a comprehensive on-site evaluation or follow-up activity conducted by TDA under this subchapter. Procedures include the following requirements:

(A) school districts are assured a fair and impartial hearing before an independent official at which they may be represented by legal counsel;

(B) decisions will be rendered in a timely manner not to exceed 120 days from the date of the receipt of the request for review;

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(C) school districts are afforded the right to either an administrative review of the record with the right to file written information, or a hearing which they may attend in person; and

(D) adequate notice is given of the time, date, place, and procedures of the hearing.

(2) Request for administrative review. School districts must use the following procedures to request an administrative review (appeal) of action subject to review described in paragraph (1) of this subsection.

(A) Action subject to administrative review. The only action subject to administrative review is the fiscal action disallowing meal reimbursements from the results of a comprehensive on-site evaluation or follow-up activity conducted by TDA under this subchapter.

(B) Procedures for requesting an administrative review (appeal). The following procedures shall apply when a school district requests an administrative review (appeal) of an action subject to appeal under this subsection:

(i) Notice of denial. A school district shall be given notice of the action being taken or proposed, the basis for the action, and the procedures under which the school district may request an administrative review of the action.

(ii) Request for administrative review. The request for an administrative review shall be submitted in writing and postmarked not later than fifteen (15) days after the date the notice of denial is received. The request for review shall also clearly identify the action being appealed, and include a photocopy of the notice of denial. TDA shall acknowledge the receipt of the request for a review within ten (10) days of its receipt of the request.

(iii) Representation. The school district may retain legal counsel, or may be represented by another person.

(iv) Review of record. Any information on which TDA's action was based shall be available to the school district for inspection from the date of receipt of the request for an administrative review.

(v) Opposition. The school district may refute the findings contained in the notice of denial in person or by submitting written documentation to the Administrative Review Official (ARO). In order to be considered, written documentation shall be submitted to the ARO not later than thirty (30) days after receipt of the notice of denial.

(vi) Hearing. A hearing shall be held by the ARO in addition to, or in lieu of, a review of written information only if the school district requests a hearing in the written request for an administrative review. The rules and procedures for a hearing for appeals under this subchapter are found in §§1.1050-1.1053 of this title.

(vii) Basis for decision. The ARO shall make a determination based on information provided by TDA and the school district, and on Program regulations.

(viii) Time for issuing a decision. Within sixty (60) days of TDA's receipt of the request for an administrative review, the ARO shall inform TDA and the school district of the determination of the ARO. This timeframe is an administrative requirement for TDA and may not be used as a basis for overturning TDA's action if a decision is not made within the specified timeframe.

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(ix) Final decision. The determination made by the ARO is the final administrative determination afforded to the school district and shall take effect upon receipt of the written notice of the final decision by the school district.

(x) Record of result of reviews. TDA shall maintain searchable records of all administrative reviews and their disposition for (3) three years from the date of the final decision.

(xi) Effect of State agency action. TDA's action shall remain in effect during the appeal process.

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**Source Note:** The provisions of this §26.9 adopted to be effective February 26, 2009, 34 TexReg 1231

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#### IV. MISCELLANEOUS

##### A. Lunch Guests

The school cafeteria is for students, school employees and parents, as invited by school officials. Other persons are not to eat regularly in the cafeteria.

##### B. Complaints

Complaints regarding food preparation, serving procedures, cleanliness, attitude of employees, etc., should be discussed with the manager, CN supervisor and/or Executive Director of Child Nutrition Services as deemed necessary by the principal.

##### C. Sale of Food

Meals purchased from Child Nutrition Services must be consumed in the building/school complex. Refer to regulations (1-15) regarding sale of any food item in school relating to Health Department regulations.

## SECTION THIRTY-ONE: COPY CENTER

### I. GENERAL POLICY

- A. A printing requisition is to be used to request all Copy Center services. Contact the Copy Center for blank printing requisitions.
- B. All printed materials prepared for the schools will need prior approval of the area superintendent.
- C. The cost of supplies used to complete a copy order will be billed to the individual schools.

### II. SPECIAL ORDER JOBS

- A. Request for special order jobs such as handbooks, programs, etc., must be approved by the area superintendent or assistant superintendent. **PLEASE DO NOT** contact the Copy Center directly.
- B. School/departments placing an order for custom-designed letterhead stationary must have prior approval of the area superintendent or assistant superintendent.

### III. EMERGENCY COPY ASSISTANCE

If a campus copier failure requires more than two consecutive days for repairs to be completed, the principal can arrange for emergency copy assistance through the Copy Center by contacting the Assistant Superintendent of Finance.