



TEACHER HANDBOOK

2011-2012



**ALDINE INDEPENDENT SCHOOL DISTRICT
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2011**

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EC/PK SCHOOLS

Jose E. de Santiago EC/PK Center
1420 Aldine Meadows Road, 77032
Rosa Estela Mattern, Principal
281-985-7500

Norma N. Garcia-Leza EC/PK Center
5311 E. Mt. Houston, 77093
Christina Gomez, Principal
281-985-6037

Jesse Hinojosa EC/PK Center
1620 Lauder Road, 77039
Sandra Arredondo, Principal
281-985-4750

A.W. Jones EC/PK/K Center
8003 Forest Point Drive, 77338
Gladys Moton, Principal
281-446-1576

Jerry D. Keeble EC/PK Center
203 West Gulf Bank, 77037
Maria Galindo, Principal
281-878-6860

Nadine Kujawa EC/PK Center
7111 Fallbrook Drive, 77086
Deborah Hagood, Principal
281-878-1514

Edward A. Vines EC/PK Center
7220 Inwood Park Drive, 77088
Linda Reed, Principal
281-878-7950

ELEMENTARY SCHOOLS

A. B. Anderson Academy (Grades 1-3)
7401 Wheatley Street, 77088
Julie Johnson, Principal
281-878-0370

Mary M. Bethune Academy (Grades 3-4)
2500 South Victory Drive, 77088
Theresa Craft, Principal
281-878-0380

Kenneth D. Black (Grades K-4)
160 Millstream, 77060
Lori Garcia, Principal
281-878-0350

Doug Bussey (Grades K-4)
11555 Airline, 77037
Mirta Gonzalez, Principal
281-878-1501

O. V. Calvert (EC, Grades K-4)
1925 Marvell Drive, 77032
Cheryl LaFleur, Principal
281-985-6360

William R. Carmichael (Grades EC, PK-4)
6902 Silver Star Drive, 77086
Monica Stogsdill, Principal
281-878-0345

Inez Carroll Academy (Grades K-4)
423 West Gulf Bank, 77037
Resie Wilson, Principal
281-878-0340

Lola Mae Carter Academy (Grades K-4)
3111 Fallbrook, 77038
Lee Wold, Principal
281-878-7760

R. C. Conley (Grades K-4)
3345 West Greens Road, 77066
Katie Roede, Principal
281-537-5418

Clifford M. Dunn (Grades K-4)
2003 W. W. Thorne Drive, 77073
Terrie Sanchez, Principal
281-233-4320

Willie B. Ermel (Grades K-4)
7103 Woodsman Trail, 77040
Everette Taylor, Principal
713-466-5220

Thomas B. Francis (Grades K-4)
14815 Lee Road, 77032
Gina Rodgers, Principal
281-985-6500

Ralph Goodman (Grades K-4)
9325 Deer Trail Drive, 77088
Camelia Chester, Principal
281-878-0355

Thomas B. Gray (Grades K-4)
700 West Road, 77038
Lori Wooley, Principal
281-878-0660

Earl & Hazel Harris Academy (Grades K-4)

3130 Holder Forest Drive, 77088
Kathy Bacy, Principal
281-878-7900

Beulah E. Johnson (Grades K-4)

5801 Hamill Road, 77039
Margaret Doran, Principal
281-985-6510

A.W. Jones Elementary (Grades 1-4)

7903 Forest Point Drive, 77338
Cheryl Fontenot, Principal
281-446-6168

Nadine Kujawa Elementary (Grades K-4)

7007 Fallbrook, 77086
Debera H. Thomas, Principal
281-878-1530

Curtis M. Magrill (Grades K-4)

21701 Rayford Road, Humble, 77338
Robin Williams, Principal
281-233-4300

Ernest F. Mendel (Grades K-4)

3735 Topping Street, 77093
Kathleen Cox, Principal
713-694-8002

Weaver A. Odom (Grades K-4)

14701 Henry Road, 77060
Susan Perry, Principal
281-878-0390

Gus A. Oleson (Grades K-4)

12345 Vickery Street, 77039
Guadalupe Muñoz, Principal
281-985-6530

Orange Grove (EC, Grades K-4)

4514 Mount Houston Road, 77093
Betty Morrow, Principal
281-985-6540

Grace Raymond Academy (Grades K-4)

1605 Connervale Road, 77039
Jessica Scott, Principal
281-985-6550

Versa Reece Academy (Grades PK-K)

2223 Esther Drive, 77088
Sherrie Batro, Principal
281-878-0800

Gloria B. Sammons (Grades K-4)

2301 Frick Road, 77038
Maria Garcia, Principal
281-878-0955

J. Ruth Smith Academy (Grades K-4)

5815 West Little York Road, 77091
Dana Stelly, Principal
713-613-7650

Richard & Kitty Spence (Grades K-4)

1300 Gears Road, 77067
Debra Carrington, Principal
281-539-4050

Mary Walke Stephens (Grades K-4)

2402 Aldine Mail Route, 77039
Raymond Stubblefield, Principal
281-985-6560

Walter & Inez Stovall Academy (Grades K-4)

3025 Ellington, 77088
Carolyn Washington, Principal
281-591-8500

Evelyn S. Thompson (EC, Grades K-4)

220 Casa Grande Drive, 77060
Sara McClain, Principal
281-878-0333

Bill Worsham (Grades K-4)

3007 Hartwick Road, 77093
Denise Meister, Principal
281-985-6520

INTERMEDIATE SCHOOLS

Voyde Caraway (Grades 5-6)

3031 Ellington, 77088
Alfred James, Principal
281-878-0320

Vera Escamilla (Grades 5-6)

5241 E. Mount Houston Road, 77093
Hermilo Ortiz, Principal
281-985-6390

Lawrence A. Eckert (Grades 5-6)

1430 Aldine Meadows Road, 77032
Todd Armelin, Principal
281-985-6380

Emmett and Sarah Hill Academy (Grades 5-6)

2625 West Mount Houston, 77037
Scott Corrick, Principal
281-878-7775

Jewel Simpson Houston Academy (Grades 5-6)

8103 Carver Road, 77088
 Ruby Allen, Principal
 281-878-7745

Leonard and Glenda Marcella (Grades 5-6)

16250 Cotillion Dr, 77060
 Kathy Sandoval, Principal
 281-878-0860

Otice Parker (Grades 5-6)

19850 East Hardy Road, 77073
 Candace Hardin, Principal
 281-233-8930

Rayford Road (Grades 5-6)

21919 Rayford Road, 77338
 Robert Graham, Principal
 281-233-8901

Ruby Reed Academy (Grades 5-6)

1616 Lauder Road, 77039
 Gina Rigsby, Principal
 281-985-6670

Lillian Hunt Stehlik (Grades 5-6)

400 West Road, 77038
 Kristin Craft, Principal
 281-878-0300

Bill J. Wilson (Grades 5-6)

3131 Fallbrook Drive, 77038
 Todd Roede, Principal
 281-878-0990

MIDDLE SCHOOLS

Aldine Middle (Grades 7-8)

14908 Aldine Westfield Road, 77032
 Marcus Pruitt, Principal
 281-985-6580

Vernon and Kathy Lewis (Grades 7-8)

21255 West Hardy Road, 77073
 Cassandra Cosby, Principal
 281-209-8257

Charles R. Drew Academy (Grades 6-8)

1910 West Little York, 77091
 Earnest Washington, Principal
 281-878-0360

William B. Plummer (Grades 7-8)

11429 Spears Road, 77067
 Isaac Carrier, Principal
 281-539-4000

T. S. Grantham Academy (Grades 7-8)

13300 Chrisman Road, 77039
 Rebecca Duong, Principal
 281-985-6590

Ray L. Shotwell (Grades 7-8)

6515 Trail Valley Way, 77086
 Mable Holt, Principal
 281-878-0960

Mattie B. Hambrick (Grades 7-8)

4600 Aldine Mail Route, 77039
 Rebecca Hoyt, Principal
 281-985-6570

Thomas J. Stovall (Grades 7-8)

11201 Airline Drive, 77037
 Cole Taylor, Principal
 281-878-0670

Floyd Hoffman (Grades 7-8)

6101 West Little York, 77091
 Cheryl Matthews, Principal
 713-613-7670

Mattie A. Teague (Grades 7-8)

21700 Rayford Road, Humble, 77338
 Sonya Hicks, Principal
 281-233-4310

NINTH GRADE SCHOOLS

Aldine Ninth

10650 North Freeway, 77037
 Walter Stewart, Principal
 281-878-6800

Douglas MacArthur Ninth

12111 Gloger Road, 77039
 Craig Mullenix, Principal
 281-985-7400

Dwight D. Eisenhower Ninth

3550 West Gulfbank, 77088
 Laura Hunter, Principal
 281-878-7700

Chester W. Nimitz Ninth

2425 W. W. Thorne Drive, 77073
 Crystal Watson-Barrow, Principal
 281-209-8200

HIGH SCHOOLS

Aldine High

11101 Airline Drive, 77037
Janice DeBlance, Principal
281-448-5231

Douglas MacArthur

4400 Aldine Mail Route, 77039
Nancy Blackwell, Principal
281-985-6330

G. W. Carver High for Applied Technology, Engineering and the Arts

2100 South Victory Street, 77088
Rosalyn Sweat, Principal
281-878-0310

Chester W. Nimitz

2005 W. W. Thorne Drive, 77073
Alex Jordan, Principal
281-443-7480

Dwight D. Eisenhower

7922 Antoine Drive, 77088
Ben Ibarra, Principal
281-878-0900

SPECIAL PROGRAM SCHOOLS

Wilmer T. Hall Center for Education

15014 Aldine Westfield Rd., 77037
Heather Kirk, Principal
281-985-7446

COMPASS

1617-B Lauder Road, 77039
John Picklesimer, Principal
281-985-6685

Victory Early College High School

2100 South Victory Street, 77088
Phyllis Cormier, Principal
281-618-5800

Ellen B. Lane

2001 Aldine Bender, 77032
Regina Hunter-Moss, Principal
281-985-6350

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SECTION I

GENERAL INFORMATION

I. QUALIFICATIONS AND DUTIES OF THE CLASSROOM TEACHER

(From: School Board Policies)

A. Qualifications

1. The teacher applicant shall hold a valid teacher's certificate appropriate for his/her assignment and be a graduate of an approved college or university.
2. The teacher applicant shall share the district's visions, missions, and beliefs about children and their educational potential. The applicant shall be child centered, caring, and committed to the premise that all children can learn.
3. The teacher applicant shall possess organizational skills, the ability to communicate, flexibility, enthusiasm for the teaching profession, a positive attitude and outlook, and a willingness to work with all students at all levels.
4. The teacher applicant shall be knowledgeable in academic areas, learning theories, teaching strategies and have training in classroom management and discipline.
5. The teacher applicant shall be professional in appearance, in manner, and in attitude.

B. Appointment

The Board of Trustees shall appoint the teacher upon the recommendation of the Superintendent of Schools for a term of not more than two years and the contract will be considered for recommendation at the regular March meeting each year.

C. Reports To

The teacher will be responsible to the principal for the performance of all duties.

D. Job Performance Statements

1. The teacher adheres to personal and professional standards of the district and the profession by:
 - a. Interacting effectively with each component of the educational setting within the framework of the philosophy and objectives established by board policy consistent with statutes and standards of regulatory agencies, and in accordance with administrative regulations and procedures.
 - b. Demonstrating consistent loyalty to his/her school, colleagues, and profession; supporting policies and regulations positively; initiating changes through established procedures; enhancing the profession by his/her personal conduct.
 - c. Cooperating effectively with other staff members; being highly positive and supportive in staff relationships.
 - d. Actively pursuing a long-range program of professional growth; seeking self-improvement constantly.
 - e. Demonstrating a strong sense of responsibility for the total school operations.
 - f. Assuming responsibility for and cooperating effectively in the development, evaluation, and revision of the total school program.
 - g. Accepting co-curricular activities as an integral part of the school program; supporting a wide range of co-curricular activities; approaching his/her role as activities sponsor with enthusiasm.
 - h. Demonstrating empathetic understanding of students and their problems; making effective use of pertinent information about students in suitable teacher/counseling procedures; working effectively with specialized counseling services.
 - i. Working effectively with parents in achieving the objectives of the school; taking initiative to inform parents of student progress; securing cooperation of parents in supporting school policies.
 - j. Demonstrating effective identification, planning, and utilization of community resources consistent with the objectives of the class.

- k. Issuing, maintaining and accounting for textbooks.
2. The teacher demonstrates knowledge and application of skills supportive to the instructional environment by:
 - a. Beginning instruction promptly, handling material in an orderly fashion, maintaining student attention to appropriate tasks.
 - b. Organizing for effective learning activities and aesthetic appeal; providing suitable room temperature, lighting and ventilation.
 - c. Handling materials in an orderly fashion, insuring that equipment and materials needed for the activity are readily available and that resources used are appropriate to the activity; providing proper care and use of equipment.
 - d. Having objectives and plans for the day; following prepared lesson plans based on district's official curriculum.
 - e. Using standard English pronunciation and grammatical rules when speaking or writing.
 - f. Having teacher-made materials and board work conform to rules of spelling, punctuation and grammar.
 - g. Ensuring lessons reflect the teacher's sound knowledge of subject matter; responding knowledgeably to student's questions on subject matter.
 - h. Presenting a strong professional image through manner, voice and appearance.
 - i. Creating an atmosphere in which mutual respect is evident; enjoying professional association with students.
 - j. Creating a democratic atmosphere within the classroom; assisting students in developing techniques and skills through teacher-student planning and group discussion and decision-making.
 3. The teacher demonstrates the knowledge of and the ability to apply the essential elements of a successful lesson by:
 - a. Using an activity to focus student attention, i.e., practice of previous learning, preparation for instruction to follow, motivation, and diagnosis.
 - b. Informing the student what they will be able to do by the end of the lesson and why it is important or useful.
 - c. Providing information (all related to the stated objective) in a variety of ways, i.e., lecture, films, overhead, board work, lab, group work, etc.
 - d. Demonstrating the finished product or process.
 - e. Routinely checking for each student's level of understanding of essential information during instruction and before moving on to something else.
 - f. Providing opportunities for students to use or apply what they are learning while the teacher is available to assist.
 - g. Assigning outside work that reflects the lesson taught, i.e., seat work, homework, etc.
 4. The teacher demonstrates knowledge of and the ability to apply appropriate motivation techniques by:
 - a. Relating learning activities to student interests; offering varied learning activities; making involvement a part of the learning process.
 - b. Appropriately increasing or decreasing student level of concern to maximize attention to the learning task(s) presented.
 - c. Using pleasant feeling tones.
 - d. Providing consistent and immediate feedback to students.
 - e. Setting the tasks at the correct level of difficulty; dividing assignments into short tasks when the objectives presented are difficult to master; replying promptly when students need help.
 5. The teacher demonstrates knowledge of and the ability to apply techniques that promote productive student behavior by:
 - a. Specifically identifying the behavior being reinforced; varying reinforcers based on individual personalities, learning styles, etc.
 - b. Praising students for appropriate classroom behavior; letting students know when they are making progress; varying praise words.

- c. Using negative reinforcement for inappropriate behavior; explaining the appropriate behavior, following a negative reinforcer with a positive reinforcer as soon as possible.
- d. Ignoring behavior that is merely attention getting, if possible.
- e. Using a regular enforcement schedule when new behaviors are being learned; using an intermittent reinforcement schedule when previously learned behaviors are correctly applied.

E. Customer Service Standards

Objective 3 of the District Improvement Plan states that Aldine Independent School District will improve parent/community relations by creating a welcoming environment in all campuses, facilities and departments. Aldine ISD has provided or made accessible a handbook to assist employees in meeting the goals of Objective 3. The handbook was customized for Aldine ISD by Turning Point Solutions, a customer service consulting firm, to ensure that guidelines are current with industry standards.

Aldine ISD expects all employees to follow the guidelines and principles outlined in the Customer Service Standards Handbook including but not limited to:

- Physical Environment
 - Clean Environment
 - Organized Environment
- Greeting Stakeholders
 - Greeting Visitors with a Smile
 - Using Names of Visitors if Known
- Communicating with Angry Stakeholders
 - Remaining Calm
 - Taking Notes to Reinforce Listening
- Telephone Communication
 - Identifying School/Department and Self
 - Offering Assistance
- Written Communication
 - Including Name and Contact Information in Responses
 - Expression of Appreciation to Sender

The complete list of customer service guidelines is included in Aldine ISD'S Customer Service Standards Handbook located on the E-portal home page under District Guidelines, Handbooks and Policies; and on the school district's home page under Policies and Procedures.

F. PDAS Guidelines For The Reduced Schedule For Appraisals

1. The new system began in the 2004-2005 school year.
2. All eligible teachers interested in the new appraisal process must submit the request in writing within the first 3 weeks of school. (Form provided)
3. If a teacher meets **Exceeds Expectations Overall** they would be eligible to be appraised every three years.
 Criteria:
 - * Domains I – IV – Overall rating of Exceeds Expectations in each domain.
 - * Two of the remaining domains could be proficient
 - * Cannot be **Below Proficient** in any domain
4. If a teacher meets **Proficient Overall** they would be eligible to be appraised every two years.
 Criteria:
 - * Domains I – IV – Overall rating of Exceeds Expectations in each Domain.
 - * Domains V – IX can be Proficient
 - * Cannot be **Below Proficient** in any domain

5. Two and three year appraisals will occur during the anniversary year of the latest appraisal.
6. In order to ensure quality instruction, administrators will complete a minimum of three documented classroom walk-throughs annually for all teachers.
* Walk-throughs will continue to be done on a daily basis to establish instructional trends in the building and for improved student performance.
7. Based on walk-throughs or other documentation (included but not limited to student performance, instructional strategies, classroom management and student engagement), if the administrator observes consistent teacher performance which would support placing the teacher on an intervention plan, the administrator will give the teacher written notification of the area(s) of concern and develop with the teacher an intervention plan. The teacher's progress on correcting the deficiencies noted on the intervention plan will be monitored. If the teacher does not show satisfactory progress during the intervention plan period or does not complete the plan successfully, the teacher will be returned to the annual appraisal plan.
8. Once the teacher is placed on the annual appraisal plan, he/she would remain under the annual appraisal plan for the remainder of that school year and the following school year.
9. Beginning teachers will be evaluated and appraised annually for the first three years, prior to becoming eligible for the new appraisal system.
10. Teachers entering the district with two or more years of experience will be appraised their first year in Aldine before they can be eligible for the two or three year appraisal plan.
11. Teacher self report forms will continue to be turned in by all teachers in the fall and spring. Domain IX will be completed annually for every teacher.
12. Teachers who transfer from within the Aldine School District will have their appraisal plan honored. Teachers will be responsible for providing a copy of their previous year summative appraisal.

II. HUMAN RESOURCES

A. Plan and Employment Policy (from School Board Policies)

The Superintendent of Schools shall have the sole authority to make recommendations to the Board of Trustees regarding the selection of all personnel other than the Superintendent. If the Board rejects the Superintendent's recommendation, the Superintendent shall make alternate recommendations until the Board accepts a recommendation. In March each year, the Superintendent shall present to the Board a plan for staffing the school district for the succeeding school year. The plan shall show all professional personnel positions required for the normal and efficient operation of the school district. Upon the plan's approval by the Board of Trustees, the Superintendent is authorized to make recommendations for selecting professionals for positions contained in the plan. The Superintendent may recommend the selection of professional personnel for vacancies that occur during the school year or at any time that the Board approves a new position.

The Board delegates to the Superintendent the authority to assign professional employees to positions and duties which the employees are qualified to serve. The Board delegates to the Superintendent the authority to assign professional employees to supplemental duties with supplementary salaries. Those employees serve in those assignments at the will of the district, and the Superintendent may dismiss them from those assignments at the Superintendent's discretion. The Board delegates to the Superintendent the authority to hire, to assign, to suspend without pay, and to dismiss noncontractual employees, including all paraprofessional, clerical, service, and support personnel. The Board delegates to the Superintendent the authority to suspend professional employees from the performance of any and all duties with pay for a period not to exceed thirty (30) consecutive days or for sixty (60) cumulative days in any contract year. The Board delegates to the Superintendent the authority to accept the resignations of employees. The Superintendent may appoint administrative supervisors as the Superintendent's designee to accept resignations of employees or to dismiss noncontractual employees.

The Superintendent shall submit to principals a pool of qualified applicants for campus staff positions. The principal must approve each assignment to the principal's campus unless the assignment is made by the Superintendent or the Superintendent's designee because of enrollment shifts, program changes, or for the purposes of desegregation. Principals may assign a campus staff member to perform appropriate duties. Principals do not have the authority to hire, to suspend, or to dismiss professional employees. However, a principal may remove from the campus for not more than three consecutive days any staff member assigned to the campus if the principal believes that the person's conduct or performance interferes with the efficient, orderly, or safe operation of the school, and the principal shall notify the Superintendent immediately after any removal. A day shall be deducted from a person's sick leave balance for each day for which a person is suspended or removed from duty. If no sick leave is available, the suspension or removal shall be without pay.

B. Employment Contracts

1. General

All professional employees shall be employed under officially approved, written probationary or term contracts executed by officers of the Board of Trustees. A term contract is a contract of employment for a fixed term between the school district and a professional employee. A probationary contract is not a term contract. A person employed under a probationary contract has no expectation of employment and no property interest in a contract beyond the probationary period. A person employed under a term contract has no expectation of employment and no property interest in a contract beyond its term. "Professional employee" means a person whose assignment description in board policy requires the issuance of a contract, including a superintendent, director, administrative assistant, program director, supervisor, principal, assistant principal, counselor, classroom teacher, nurse, or librarian. The maximum length of a term contract is stated in the position's assignment description in Board policy and shall not exceed five years. The length of each person's contract is set by official action of the Board.

Contracts shall be considered for renewal based upon the needs of the school district and the performance of the employee. Periodic written evaluations of employees' performance shall be conducted and reviewed by the Superintendent of Schools or the Superintendent's designee prior to the Superintendent's annual submission of recommendations for renewal and nonrenewal. The completed evaluations will be discussed with the employee prior to the submission of the Superintendent's recommendation.

An assignment involving an additional salary supplement is at the will of the school district and is subject to annual review. The Superintendent is the Board's designee to assign and to dismiss employees from supplemental duties and supplemental salaries.

Teachers who return to Aldine within two years of the anniversary date of their termination shall have their teacher compensation supplement reinstated if they were receiving the supplement at the time of their termination.

In lieu of non-renewing or terminating a person employed under a term contract and after first giving the person notice of proposed nonrenewal or termination, the school district may, with the person's written consent, return the person to probationary contract status. The person must serve a new probationary period as if the person were employed by the district for the first time.

2. Probationary Contracts

Probationary contracts shall be for one school year, and may be renewed for two additional one-year periods. A person who has been employed as a teacher in public education for five of the eight years preceding employment by the district shall serve only one probationary year. A person shall not receive a probationary contract for a fourth consecutive year unless the Board of Trustees determines during the third consecutive probationary year that it is doubtful whether the person should be given a term contract.

The employment of a person employed under a probationary contract may be terminated at the end of the contract period if in the Board's judgment the best interests of the district will be served by terminating the employment. Not later than the 10th day before the last day of instruction required under the contract, the Board shall give notice of its decision to terminate the employment to a professional employee. The notice is not required to notify the employee of a particular reason for the termination. Persons employed under a probationary contract are not entitled a hearing after receiving the district's notice of its decision to terminate the probationary contract. The Board's decision is final and may not be appealed. If the person's employment is governed by Chapter 21 of the Texas Education Code and if the Board fails to give a person employed under a probationary contract a timely notice of its decision to terminate the person's employment at the end of the year, the person shall be employed for the following school year under a probationary contract if the person has been employed by the school district under a probationary contract for less than three consecutive school years or under a one-year term contract if the person has been employed for three consecutive school years under a probationary contract. If the person's employment is not governed by Chapter 21 of the Texas Education Code and the notice is not given, the person will be employed on an at-will basis.

3. Term Contracts and Nonrenewal of Term Contracts

Term contracts must be in writing and shall not exceed five years. Before a person may first be employed under a term contract, the person must have been employed by the district the previous year under a probationary contract.

For professional employees whose contracts are about to expire, the Board shall give written notice whether the Board proposes to renew or not to renew the contract not later than the 10th day before the last day of instruction in a school year. If the person's employment is governed by Chapter 21 of the Texas Education Code and the notice is not given, the person will be employed the following school year in the same professional capacity. If the person's employment is not governed by Chapter 21 of the Education Code

and the notice is not given, the person will be employed on an at-will basis after the contract's term expires, but if the notice is given then the person's employment may cease at the end of the contract term with no further action being required by the Board.

If a person whose employment is governed by Chapter 21 of the Texas Education Code desires a hearing after receiving the notice of proposed nonrenewal, the person shall notify the Board of Trustees in writing not later than the 15th day after the date the person receives the notice of proposed nonrenewal. Unless the parties agree in writing to a different date, the Board shall provide for a hearing to be held not later than the 15th day after the date the Board receives the request for a hearing. The hearing shall be conducted before the Board of Trustees in closed session unless the person requests an open hearing. At the hearing, the person may have a representative, may hear evidence supporting the reason for nonrenewal, may cross-examine adverse witnesses, and may present evidence.

If the person whose employment is governed by Chapter 21 of the Texas Education Code does not request a hearing, the Board shall take appropriate action to renew or not renew the contract and shall notify the person in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent to the person. If the person requests a hearing, following the hearing the Board shall take the appropriate action to renew or not to renew the contract and shall notify the person in writing of that action not later than the 15th day after the date on which the hearing was conducted.

If a person whose employment is governed by Chapter 21 of the Texas Education Code is aggrieved by the action of the Board of Trustees on the nonrenewal of the person's contract, he may appeal to the Commissioner of Education for a review of the decision of the Board. The Commissioner will not substitute the Commissioner's judgment for the judgment of the Board of Trustees unless the Board's decision was arbitrary, capricious, unlawful, or not supported by substantial evidence.

4. Ineligibility for Salary Increases and Incentive Payments

A person automatically shall be ineligible for salary increases and incentive payments under the following conditions:

1. The person's contract has been non-extended; or
2. The person has returned to probationary contract status.

A person whose ineligibility is automatic shall remain ineligible for one full year.

Upon the recommendation of the superintendent, the board may approve the ineligibility of a person for a salary increase and incentive payments under the following conditions:

1. Substandard job performance;
2. Placement or continuation on a growth plan;
3. Any reason which would be sufficient for non-renewal or termination.

A person whose ineligibility is discretionary shall remain ineligible for a minimum of one-half year.

5. Reasons for Nonrenewal of Professional Employees Whose Employment is Governed by Chapter 21 of the Texas Education Code

Any one or more of the following reasons shall be sufficient for non-renewal of the contract of a Chapter 21 professional employee:

- 1) For good cause, as determined by the Board, including but not limited to one or more of the specified reasons for which the employee could be terminated from employment before the end of the contract period;
- 2) Willful failure to pay debts;

- 3) Failure to comply with such reasonable requirements as the Board of Trustees may prescribe for achieving professional improvement and growth;
- 4) Failure to perform duties in a prompt and efficient manner, or
- 5) Reduction in Force

6) Notice of Proposed Termination During the Year or of Suspension Without Pay

If a teacher receives notice of a proposed decision to terminate the teacher's probationary or term contract before the end of the contract period or to suspend the teacher without pay, the teacher may file a request for a hearing conducted by a hearing examiner appointed by the Commissioner of Education. The teacher must file the request not later than the 15th day after the date the teacher receives written notice of the proposed action and must provide the district with a copy of the request. "Teacher" means the Superintendent, a principal, supervisor, classroom teacher, counselor, or other full-time professional employee who is required to hold a certificate or a nurse. If the professional employee is not a teacher, the termination hearing will be conducted before the Board and not before the hearing examiner.

The Board shall consider the hearing examiner's recommendation and the record of the hearing examiner at the first available board meeting following the issuance of the recommendation. The meeting must be held not later than the 20th day after the board president receives the recommendation and record. Each party may present an oral argument to the Board, but not to exceed 10 minutes each. Within 10 days after convening the meeting to consider the hearing examiner's recommendation and record, the Board shall announce its decision. The decision shall include findings of fact and conclusions of law and may grant relief. The Board may adopt, reject, or change the hearing examiner's conclusions of law or proposal for granting relief. The Board may reject or change a finding of fact only after first reviewing the record of the proceedings before the hearing examiner and only if the finding of fact is not supported by substantial evidence. If the Board changes or rejects a finding or a conclusion, the Board shall state in writing the basis for the change or rejection. The oral argument and the Board's decision shall be recorded by a certified shorthand reporter and at school district expense.

7) Good Cause for Termination During the Year

Professional employees may be terminated from employment before the end of the contract period for good cause, as determined by the Board. Good cause includes, but is not limited to, one or more of the following:

- 1) Falsification of information on documents used for consideration of employment or reassignment;
- 2) Failure to maintain certification or license necessary to serve in assigned position;
- 3) Failure to comply with Board policy and/or administrative policy;
- 4) Willful or repeated failure to comply with official directives;
- 5) Insubordination, which is defined as a disobedience of express or implied directions of the Board or other person in authority, infraction of rules, or a generally disaffected attitude toward authority, or any other action importing willful or overt defiance of, or complete contempt for, authority or a conscious disregard thereof;
- 6) Failure to remediate unsatisfactory performance of regularly assigned duties;
- 7) Repeated or gross neglect of duties;

- 8) Inability or failure to perform the terms and conditions of the contract;
- 9) Unexcused absence from regularly assigned duties;
- 10) Appearance at school or a school-related function while in possession of, or under the influence of, any narcotic, hallucinatory, hypnotic or sedative drug or any chemical, alcohol, or stimulant as defined by the Penal Code of the State of Texas, not prescribed by a licensed physician for the employee's current illness.
- 11) Participation in any activity, school-related or otherwise, that, because of the publicity given it or knowledge of it among students or staff, impairs or diminishes the person's effectiveness in the school system.
- 12) Any conviction for public intoxication, whether by alcohol, addictive drugs, hallucinogens, or otherwise;
- 13) Sexual harassment of, sexual abuse of, or physical violence against students or other employees;
- 14) Commission of an act which would constitute lewdness, indecency, or pornography;
- 15) Commission of an act, which would constitute either a felony or a misdemeanor involving moral turpitude; and,
- 16) Commission of an act that would constitute any crime involving theft, robbery, embezzlement, misapplication of funds, fraud, or organized crime.
- 17) The failure to meet accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in the state; and
- 18) Reduction in Force.

Reduction in Force

For contracts governed by Chapter 21 of the Texas Education Code, this policy shall apply to reductions in force of contractual employees when the reduction in force requires the termination of probationary contracts during the contract period and term and of term contracts either during or at the end of the contract period. For contracts not governed by Chapter 21 of the Texas Education Code, this policy shall apply to reductions in force of contractual employees when the reduction in force requires the termination of a term contract during the contract period. This policy shall not apply to termination of a probationary contract at the end of the contract period.

Definitions used in this policy are as follows:

1. "Financial exigency" shall mean any event or occurrence that creates a need for the District to reduce financial expenditures for personnel including, but not limited to, a decline in the District's financial resources, a decline in enrollment, a cut in funding, a decline in tax revenues, or an unanticipated expense or capital need.
2. "Reorganization" shall mean a change in positions due to (a) A change, elimination, or addition of a function within a department or school; or (b) A change in the role, responsibility, qualifications, or skill level of a significant number of employees within a department, school, or within a category of employees.
3. "Program change" shall mean any elimination, curtailment, or reorganization of a curriculum offering, program, school operation, or department. The term shall include, but not be limited to, a change in curriculum objectives, a modification or reorganization of staffing patterns on a particular campus or District-wide, including a change in student:teacher ratios, a redirection of financial resources to meet the

educational needs of the students, a lack of student response to particular course offerings, legislative revisions to programs, and a reorganization or consolidation of two or more individual schools, administrative areas, or departments.

4. "Discharge" shall mean termination of a contract during the contract period.
5. "Nonrenewal" shall mean the termination of a term contract at the end of the contract period.

A reduction in force may take place when the Board determines that financial exigency exists or the Superintendent determines that a reorganization or program change is required. In either case, this may involve the discharge or nonrenewal of one or more employees. Such a determination constitutes good cause for discharge or nonrenewal.

When a reduction in force is to be implemented, the Superintendent may assist the Board by making recommendations to the Board regarding the employment areas to be affected. In determining affected employment areas, the Board may combine or coordinate employment areas, as defined below (e.g., the Board may combine elementary programs and compensatory education programs to identify an employment area of elementary compensatory education program).

Employment areas include, but are not limited to:

1. Non-Chapter 21 contractual positions;
2. Administrative positions, units, or departments;
3. Educational support programs that do not provide direct instruction to students;
4. Special programs, such as gifted and talented, career and technology education, bilingual/ESL, special education, compensatory education, migrant education, magnet, and IB. Each special program is a separate employment area;
5. Counseling programs;
6. Library programs;
7. Nursing and other health services programs;
8. Individual campuses;
9. Elementary grades, levels, subjects, departments, or programs, including Pre-K to Grade 6; and
10. Secondary grades, levels, subjects, departments, or programs.

Upon the board's direction, the Superintendent shall apply the criteria to the employees within the affected employment area(s) and shall recommend for nonrenewal or discharge those employees who have been identified through such application. The Superintendent shall apply the criterion sequentially within each employment area to the extent necessary to identify the employees necessary to nonrenew or discharge in order to accomplish the necessary reduction in district personnel-related expenditures. If all necessary reductions can be accomplished by applying the Performance criterion, it is not necessary to apply the Certification/Licensure criterion and the like. Before any subsequent criterion is used in any area, the Performance criterion must be exhausted in each affected area. For example, before a person with an emergency permit may be nonrenewed or discharged based upon not being fully certified, the Performance criterion must have been applied in every affected employment area to identify all those persons who would be nonrenewed or discharged because of performance deficiencies as identified in the Performance criterion.

If the application of the Performance criterion results in an over-identification of persons for nonrenewal or discharge, then the Certification/Licensure criterion will be used to reduce the number of identified persons to the number required to accomplish the necessary reduction. If an over-identification remains, then the Seniority criterion will be used. For example, if the Certification/Licensure criterion must be applied in order to accomplish the necessary reduction but also results in an over-identification, then the Seniority criterion will be applied to those affected staff members so that only those who have less seniority within the Certification criterion are identified for nonrenewal or discharge.

In order of implementation, the criteria are:

1. Performance: The order of implementation within the Performance criterion shall be as follows:
 - a. persons who have been on a total of at least three (3) performance improvement plans within the three most recent contract years;
 - b. persons whose most recent contract recommendations have been either a non-extension or a nonrenewal;
 - c. persons who are employed under their third consecutive one-year term contract (beyond the initial probationary contract period);
 - d. persons who are on a performance improvement plan relating to a performance deficiency (ex: a TINA, a growth plan, etc.) when the financial exigency was declared and who also had not successfully completed a performance improvement plan earlier in the same contract year; and
 - e. persons whose most recent PDAS observation record contains a cumulative domain rating score of less than proficient in one or more of the PDAS domains I, II, III, IV.
2. Certification/Licensure: Persons who are not fully certified/licensed in their current assignment when the financial exigency is declared, unless that assignment is in the following: Math (8-12), Science (8-12), Bilingual (EC-6, Health Science Technology, Deaf Education, Speech Pathologist, Occupational Therapist, Physical Therapist, or Audiologist;
3. Reorganization or Program Change; then,
4. Seniority: Length of continuous active service in the District. An authorized leave of absence shall not be considered as an interruption in continuous active service.

Persons who are identified under either the Performance criterion or the Certification/Licensure criterion are ineligible for transfers to other positions for which they may be qualified. Persons who have been identified in the Reorganization or Program Change criterion may submit a written request to be transferred to vacant positions for which they are fully certified if their certification records are on file in the Human Resources Department when the identification is made, and they shall be considered for the positions for which they are qualified up to the date of a hearing requested in accordance with the provisions below. A person seeking a transfer to a position which would be considered to be a promotion will be transferred to the higher position only through a competitive process. Transfers to new assignments shall be based on matching of skill sets. If the Reduction in Force process necessitates the identification of persons under the Seniority criterion, no transfer requests will be considered.

The Superintendent shall provide each identified employee written notice of the proposed action (ex.: Notice of Proposed Nonrenewal, Notice of Proposed Termination, etc.), including a statement of the reason(s) requiring such action. An employee receiving notice of proposed termination during the period of a contract governed by Chapter 21 of the Texas Education Code may request a hearing before an independent hearing examiner in accordance with the code. An employee who receives a notice of proposed termination of a contract not governed by Chapter 21 of the Texas Education Code may request a hearing before the Board of Trustees.

It is the responsibility of the dismissed person to maintain active and accurate recall contact information with the Human Resources Department. When a need exists to recall personnel, the recall will be in reverse order of the dismissal. (Last dismissed, first recalled). The official recall notice shall be posted at the southern entry of the central administration building. Human Resources personnel shall attempt to notify persons of their recall either by telephone or by sending recall notices by regular mail. Dismissed personnel will have five days from the posting of the official recall notice to return to work.

Failure to report within five days will result in being removed from the recall list and with the next person on the recall list being notified. Once the recall list is exhausted, the district

will employ a new hire. Such recall privilege will exist for two years from the date of a person's dismissal. If the recall notice has not been issued to that person within the two year period, the person shall be removed from the recall list.

C. Criminal History

The District conducts a criminal history search on all applicants that 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.

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)

Volunteers are to complete and sign the second page of the Authorization for Release of Criminal History Records Information for Mentors/Volunteers and return it to the selected school. The campus administrator will immediately send the signed authorization form to the Area Superintendent, who will forward the document to the Human Resources Department for processing. In addition, the following guidelines will be followed:

- 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 Records Information 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 campus principal 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, 14910 Aldine Westfield Road, Houston, Texas 77032/281-985-6301 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.

EMPLOYMENT PRACTICES

CRIMINAL RECORD REVIEW

A current employee who has a criminal record that would preclude him/her to continue 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 release or disclose such information to a person other than the person who is the subject of the information, 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 an initial criminal history record.

DRUG FREE WORKPLACE COMMITMENT

PURPOSE: This document is designed to state Aldine Independent School District's commitment to a drug-free work environment and its expectations of staff in regard to that commitment.

SCOPE: This document encompasses all current and future employees of the Aldine Independent School District.

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:

- I. 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.
- II. 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.
- III. 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.

TOBACCO FREE SCHOOL ENVIRONMENT

The use of all tobacco products, including but not limited to snuff, dip, chewing tobacco, cigarettes, cigars, and pipe tobacco, shall be prohibited on District property at all times and at functions sponsored by the district or one of its schools.

Students in violation of this prohibition shall be subject to progressive disciplinary consequences in accordance with the Discipline Management Plan.

Staff members in violation of this prohibition shall be subject to progressive disciplinary consequences and shall be afforded opportunities to participate in smoking cessation activities. Repeated violations may result in dismissal.

Members of the general public in violation of this prohibition shall be subject to consequences ranging from a verbal warning to removal from the premises for refusal to abide by the prohibition.

Effective date July 1, 1992

STAFF DEVELOPMENT AND PREPARATION REGARDING HIV INFECTION

All district employees and volunteers shall receive inservice training and preparation regarding HIV infection, which shall include information related to:

1. methods of transmission and methods of prevention of HIV infection;
2. laws and regulations related to the release of medical information, to the confidentiality of test results, and to discrimination against persons infected with HIV;
3. state laws relating to the transmission and to conduct that may result in the transmission of HIV; and
4. community resources providing HIV education and services.

The inservice program shall 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 shall be responsible for the development of the inservice program.

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 shall 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 shall the alleged perpetrator be allowed to conduct the reporting conference or the investigation 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 shall 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 shall 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 shall 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 shall 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 shall 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 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 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 shall be designated to conduct the conference if the student or student's parent makes that request. At the conference, the official shall notify the complainant of the right to file a complaint directly with the Office of Civil Rights.

If a conference is not requested, the reporting official shall conduct a prompt and thorough investigation of the allegations and shall notify the complainant of the official's determination within ten calendar days after receiving the complaint. If a conference is requested, the official's investigation shall be conducted and the complainant notified of the official's determination within ten school days after conducting the conference. The complainant shall 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 shall forward to the appropriate area superintendent the official's complaint file, which shall 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 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 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 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 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 shall report the sexual harassment or sexual abuse pursuant to the district's policy regarding the presentment of grievances. In no case shall 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.

III. SICK LEAVE

A. GENERAL PROVISIONS

Every person regularly employed by the school district is eligible to accrue and use sick leave benefits, depending upon the number of days of service performed each year. Sick leave days are not earned when employees are on leaves of absence, are absent from duty and not using earned sick leave days, or are absent from duty and are receiving worker's compensation benefits or using donated sick leave days. Sick leave is earned when an employee is absent and is using compensated leave under this policy. Persons who work less than fifty (50) percent of the day, temporary employees, student workers, and volunteers are not considered regularly employed by the district and are ineligible to receive or use sick leave benefits.

Employees whose employment is terminated for reasons other than retirement or death shall not be eligible for any benefits which are not mandated by law. An employee's year begins on the first day of that employee's calendar group. Sick leave days will be earned, accumulated, or used as "personal days", "state days", or "local days". Before any local days may be used, all personal leave and any eligible state sick leave days accrued prior to the 1995-96 school year must be used.

An employee's "immediate family" is defined as the employee's spouse and the parents, grandparents, children, grandchildren, siblings, stepparents, stepchildren, or stepsiblings of the employee or of the employee's spouse, and any persons who may be residing in the employee's home at the time of their illness or death. "Family emergencies" are defined as natural disasters or life-threatening events, which directly involve the employee or the employee's immediate family. "Personal emergencies" are defined as life-threatening illnesses or deaths of personal acquaintances who are not members of the employee's immediate family.

The following leaves run concurrently with Sick Leave: Family and Medical Leave, Maternity Leave, Temporary Disability Leave and Workers' Compensation.

B. ELIGIBLE USE OF PERSONAL DAYS

Beginning with the 1995-96 school year, five (5) days may be earned each year, accumulate indefinitely from year to year, and may be transferred to another school district ("personal days"). Personal days are the first compensated leave days used, regardless of the nature of the absence. If the absence qualifies for use of a state day and the employee designates on the TR-3 form submitted for that absence that a state day is to be used, then the absence will be covered by the state day rather than a personal day.

Ordinarily, requests to use personal leave must be submitted in writing to immediate supervisors not later than the third working day prior to the date for which leave is sought. If an employee's request for personal leave is sought because of an illness of the employee, an illness or the death of a member of the employee's immediate family, a family emergency, or a personal emergency, the request shall be made as soon as is practicable.

If a school principal believes that more than five (5) percent of a school's staff will be absent on the date for which personal leave is requested or if the request is for a date immediately before or after a school holiday or a three day weekend, the principal shall deny the request unless the request is because of an illness of the employee, an illness or the death of a member of the employee's immediate family, a family emergency, or a personal emergency.

If an employee experiences extenuating and unforeseen circumstances involving serious personal or financial hardship, the employee may request leave within three working days prior to the date for which leave is sought. If the employee's immediate supervisor determines that approving the use of the leave would not adversely affect classroom instruction, administrative efficiency, or departmental operations, the supervisor may grant the request. Principals may grant the request even though granting it is contemplated to result in more than five (5) percent of the school's staff being absent on that date or even though the request is for a date immediately before or after a school holiday or a three day weekend. Denial of the request shall be at the principal's discretion.

C. ELIGIBLE USE OF STATE DAYS

With the May 30, 1995 signing of Senate Bill 1 passed by the 74th Legislature, state sick leave benefits ceased to be earned. All state sick leave days ("state days") accrued prior to that date may be used only for an illness of the employee, an illness or the death of a member of the employee's immediate family, or a family emergency. None of those days are carried forward for use as personal business days or for personal leave. State days may be transferred to another school district. To the extent that an employee has an accumulated balance of state days available for use and the absence is not for a personal emergency, state days are used immediately after all personal days are used and before any local days are used unless the employee designates on the TR-3 form submitted for that absence that a state day is to be used before the personal day is to be used.

D. ELIGIBLE USE OF LOCAL DAYS

Employees may earn additional sick leave ("local days") to be used for absences for an illness of the employee, an illness or the death of a member of the employee's immediate family, a family emergency, or a personal emergency. Beginning with the 2002-2003 school year, local sick leave accumulates indefinitely from year to year. Local days may be used only after all personal days and all eligible state days are used. Local days are not transferable to another school district.

If an employee has used all personal days for an illness of the employee, an illness or the death of a member of the employee's immediate family, a family emergency, or a personal emergency, the employee may request to use a maximum of two (2) local days to be used for absences due to extenuating and unforeseen circumstances involving serious personal or financial hardship. The request must be made prior to the absence from duty. Denial of the request shall be at the supervisor's discretion.

E. ACCRUAL OF SICK LEAVE

Each year, personnel employed 100% of the day accrue personal days and local days with each category accruing at a rate of one-half (1/2) day for each eighteen (18) days of employment. Personnel employed less than 100% of the day, but at least 50% of the day accrue sick leave at a rate of one-half (1/2) day for each thirty-six (36) days of employment. Not more than five (5) personal days and not more than seven (7) local days shall be earned in any year.

F. APPROVAL OF SICK LEAVE REQUESTS

Employees who are unable to report to work and who wish to use sick leave must notify their immediate supervisors as quickly as possible. Those who do not do so will not receive any sick leave benefits for the absences. Not later than the day of returning to work, employees shall submit to their immediate supervisors a request for sick leave on the form adopted by the school district. In order to be paid promptly for absences, which qualify for sick leave benefits, employees must submit the forms in time to be included in the principals' reports to the payroll department. If the employee was absent for five (5) or more consecutive days for personal illness or for three (3) or more consecutive days for an illness in the immediate family, the request for sick leave shall be accompanied by a "Certification of Illness" from a physician who is duly registered and licensed under the Medical Practice Act of Texas, a licensed doctor of dentistry, a licensed chiropractor, or a licensed podiatrist. If the employee is a member of the Christian Science Church, the request may be accompanied by an attestation from a Christian Science practitioner.

G. RECORD KEEPING

Records shall be maintained to show the accumulation, use, and remaining balance of each employee's sick leave benefits. Sick leave earned or used is recorded in one-half (1/2) days and whole days only. An absence for two (2) hours shall be recorded as an absence for one-half (1/2) of a day. Beginning on July 1, 1998, sick leave days to be earned during the year may be advanced and may be used prior to being earned only for employees who are in their first school year of employment with this school district and who have not participated in the state minimum sick leave programs prior to employment with this school district. Employees who have exhausted their available sick leave balances due to illness or injuries and who are experiencing illnesses or injuries that prevent them from performing their duties may apply to the Superintendent of Schools for advancements of sick leave to be earned during that year.

H. REIMBURSEMENT UPON RETIREMENT OR DEATH

Employees who retire under the Teacher Retirement System and the beneficiaries of employees who die while employed by the district are eligible to be paid for not more than sixty (60) of the unused personal state, and local days, combined, which were earned while employed by the district. Payment will be made at the employee's daily rate at the time of retirement or death, but will not be made for more than sixty (60) days. To receive this payment, the employees or the beneficiaries must submit a written application for payment within sixty (60) days after the termination of employment. Although employees may apply for retirement with the Teacher Retirement System regardless of their age or years of service, this local leave benefit is available only to those employees who are eligible to receive a service retirement annuity upon termination of employment. Employees who transfer personal leave days to another district during the year will transfer only the number of days that have been earned when the transfer occurs. Employees whose employment is terminated as a result of unsatisfactory performance, including but not limited to being fired, non-renewal or resigning in lieu of termination/non-renewal, are not eligible for this benefit.

Aldine employees who claim this benefit and who began employment with the district after May 27, 2001, will not receive this benefit in cash, but must deposit this payment into a federally-approved 401a Plan.

Not later than May 27, 2001, Aldine employees who were employed by the district by that date had to elect whether to receive this benefit in cash or to have it deposited into a federally-approved 401a Plan. Employees who did not make this election by that date are ineligible to make the election after that date and will receive the benefit in cash.

I. REIMBURSEMENT FOR UNUSED LEAVE AT RETIREMENT

An employee who retires concurrently from Aldine ISD and TRS, in accordance with TRS guidelines, may be eligible to receive Retirement Benefits under the Sick Leave Conversion Plan if he/she meets the following requirements:

- is an employee of the employer hired on or after May 26, 2001 or is an employee listed in Schedule A (PARS Participation);
- has terminated employment with the employer and concurrently applied for, and begins to receive benefits under TRS; and
- has applied for benefits under this plan.

To apply for Retirement Benefits under the Sick Leave Conversion Plan, an employee must:

- 1) submit a formal notice of retirement to the school district;
- 2) submit a TRS-7 form to the Payroll Department;
- 3) submit a TRS-562 form to the Payroll Department.

Benefits will commence as of the first day of the month after an employee meets all eligibility requirements, has successfully demonstrated concurrent retirement from Aldine ISD and TRS, and has provided Aldine ISD with a TRS-562 form. Employees are only eligible to participate one time in the Sick Leave Conversion Plan. Employees who have retired from TRS previously may not participate in the Sick Leave Conversion Plan.

Recording

Conversion of sick leave to a benefit under the Sick Leave Conversion Plan shall be charged in the following order until all days are exhausted or the maximum number of days (60) under this plan has been reached, whichever comes first:

- 1) State sick leave
- 2) Local sick leave.

Failure to Establish Eligibility

Employees shall be required to show evidence of retirement from TRS in the form of a TRS-562. Employees who are unable to provide evidence of retirement from TRS in the form of a TRS-562 will not be entitled to collect the benefit paid to him/her under the Sick Leave Conversion Plan.

J. PHYSICAL ASSAULT

In addition to all other days of leave provided, employees who are physically assaulted during the performance of regular duties may receive leave for the number of days necessary to recuperate from the physical injuries sustained as a result of the assault. These days shall not be deducted from accrued sick leave or from accrued personal leave. The leave shall not extend more than two (2) years beyond the date of the assault.

K. MISUSE OF SICK LEAVE BENEFITS

Sick leave benefits are funded entirely by the school district and are considered when adopting the annual budget and salary schedules. The extent to which benefits can be made available is dependent upon employees using sick leave only for authorized purposes. Sick leave may not be used for any purpose other than as authorized by board policy. Use of sick leave benefits for unauthorized purposes and misrepresentation of the nature of an absence in order to use sick leave benefits constitute work-related misconduct. Employees who engage in such misconduct not only jeopardize the viability of the sick leave program but also risk their employment within the district.

L. TEMPORARY DISABILITY LEAVE OF ABSENCE

The Board of Education upon recommendation of the Superintendent of Schools may grant a temporary disability leave of absence at any time the employee's condition interferes with the performance of his/her assigned duties. "Temporary disability" is defined as any physical or mental condition of the employee, which would prevent the employee from performing assigned duties. Pregnancy is considered a temporary disability.

The maximum length for a leave of absence for temporary disability shall not exceed one full year.

The Superintendent of Schools may place an employee on a leave of absence for temporary disability when in his/her judgment, the employee's condition is interfering with the performance of regularly assigned duties.

If the employee does not concur with the Superintendent of Schools, the employee must present to the Superintendent a licensed physician's report which indicates that the employee is free from disease or infestations which may threaten the health or safety of others and that the employee is able to perform all regularly assigned duties. The Board of Education will then decide whether or not the employee is to be placed on a temporary disability leave of absence.

Employee requests for temporary disability leave of absence must be submitted to the Superintendent of Schools accompanied by a licensed physician's affidavit confirming the employee's inability to work and indicating the beginning and probable ending dates of the requested leave. An employee who is a member of the Christian Science Church may have a Christian Science Practitioner attest to the employee's disability.

If the employee desires to use accumulated authorized sick leave prior to being placed on a temporary disability leave of absence, the employee's name remains on the Roster of Professional Personnel until the accumulated authorized leave has been expended. Concurrently with being placed on a temporary disability leave of absence, the employee's name is removed from the Roster of Professional Personnel.

The employee must notify the Superintendent of Schools of a desire to return to active duty at least thirty (30) days prior to the desired date of return. The notice must be accompanied by a licensed physician's statement indicating the employee's physical fitness for the resumption of regular duties. The employee will return to active duty if a position is available in an area the employee is certified to hold.

The following leaves run concurrently with temporary disability leave: Assault Leave, Family and Medical Leave, Maternity Leave, Sick Leave and Workers' Compensation.

1. Maternity Leave

The Board of Education may grant a maternity leave of absence without sick leave benefits to an employee upon recommendation of the Superintendent of Schools. The maximum period for maternity leave is one full year from the birth or adoption of the child.

An employee must make written request for maternity leave with the Superintendent of Schools at least thirty days before such leave would begin. To the extent applicable, the initial days of absence may be covered by the employee's accumulated sick leave, with personal days being used first. Once the employee's accumulated balance of personal days has been exhausted, local or state days will be used only if the reason for the absence qualifies for use of local or state days.

The employee must notify the Superintendent of Schools in writing of a desire to return to active duty at least thirty days prior to the desired date of return. The employee will return to active duty if a position is available in an area the employee is certified to hold.

The following leaves run concurrently with maternity leave: Family and Medical leave, Sick Leave, and Temporary Disability Leave.

2. Sabbatical Leave

The Board of Education upon the recommendation of the Superintendent of Schools shall grant a sabbatical leave without pay to qualified personnel for the purpose of study, travel, or for such other purposes as may be approved by the Board of Education.

Written requests for sabbatical leaves must be submitted to the Superintendent of Schools before the effective leave date.

Upon recommendation of the Superintendent of Schools, the Board of Education may grant a sabbatical leave to a contract employee who has not had a sabbatical leave during the five years immediately preceding. The leave granted shall not exceed one school year.

The employee upon return from sabbatical leave shall be restored to his/her former position or one of comparable status. If such a position is not available, the employee will be offered a contract of employment within the district in a position the employee is certified to hold (if such a position exists).

M. JURY DUTY AND RESPONSE TO SUBPOENAS

When an employee is called for jury duty, he/she shall receive full pay. Time off to serve on jury duty shall not be charged to sick or emergency leave. This approved time off ends when you are released from jury duty. If you are released before the end of the work day you will report to work immediately. Upon return to work an employee shall furnish his/her immediate superior a signed statement from the bailiff or other court official verifying the number of days the employee served.

The rule for jury duty shall prevail when an employee responds as a witness by force of a legal subpoena. The rule shall not apply in instances where the employee is either defendant or plaintiff in a legal action. A copy of the subpoena must accompany the Absence from Duty Form.

N. MILITARY LEAVE

Any regular employee who may be conscripted into the defense forces of the United States for service training shall be granted a military leave without pay.

The employee, upon returning from military leave, shall be offered a position of employment in an area the employee is certified to hold (if such a position is available) at the adopted salary schedule

for that position. The district must receive a written request for reinstatement, and proof of honorable discharge or release from military service, within 90 days from the date of that discharge or release.

When 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.

O. FAMILY AND MEDICAL LEAVE OF ABSENCE

1. General Provisions

An employee who has been employed for at least 12 months and has worked at least 1,250 hours during the previous twelve-month period may take an unpaid family or medical leave of absence for a total of twelve work weeks during any twelve-month period. Separate periods of employment are counted unless there is a break that exceeds seven years.

A family leave of absence may be taken for the following reasons;

- a) because of the birth of a son or daughter of the employee and in order to care for such son or daughter; or,
- b) because of the placement of a son or daughter with the employee for adoption or foster care.

A family leave expires at the end of the twelve month period after the birth or placement.

A medical leave of absence may be taken for the following reasons:

- a) in order to care for the employee's spouse, son, daughter, or parent if such spouse, son daughter, or parent has a serious health condition; or,
- b) because of a serious health condition that makes the employee unable to perform the functions of the position of such employee.

"Parent" means the employee's biological parent or the person who stood in loco parentis to the employee when the employee was a son or daughter. "Son or daughter" means the biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is under 18 years of age or is incapable of self-care because of a mental or physical disability.

A serious health condition is an illness, injury, impairment or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

A military exigency leave may be taken because of a qualifying exigency, as defined by federal regulations, arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed forces in support of a contingency operation.

A service member family leave may be taken by an eligible employee. An eligible employee is entitled to a total of 26 workweeks of leave during a 12-month period to care for a covered service member who is the employee's spouse, son, daughter, parent, or next

of kin. Service member family leave shall only be available during a single 12-month period. During the single 12-month period, an eligible employee shall be entitled to a combined total of 26 workweeks of leave for family, medical, and service member leave. "Covered service member" means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. "Next of kin" means the nearest blood relative of an individual. "Serious injury or illness," in the case of a member of the Armed Forces, means an injury or illness incurred by the member in line of duty on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating. The husband and wife may be limited to a combined total of 26 workweeks of leave during the single 12-month period if the leave is taken in whole or part to care for a covered service member. However, the 12 week limitation applies to that portion that is not taken to care for a covered service member.

The following leaves run concurrently with Family and Medical Leave: Assault Leave, Maternity Leave, Temporary Disability Leave and Workers' Compensation.

Required Substitution of Paid Leaves of Absence

To the extent possible, employees are required to substitute accrued paid leave, including any paid vacation and personal, state, and local leave, for an equivalent portion of the 12 week period of FMLA leave, and the amount of time taken for paid leaves shall be deducted from the 12 weeks for leave available under the FMLA. The balance remaining after paid leave is taken shall be the amount of time remaining for unpaid FMLA benefits. Prior to taking an unpaid family leave of absence, the employee first must use all accrued paid vacation leave and personal leave. Prior to taking an unpaid medical leave of absence, the employee first must use all accrued paid vacation leave and personal, state, and local sick leave. Neither state nor local sick leave days may be used in substitution of family leave. Family and medical leaves of absence may be taken only in strict compliance with this policy.

Compensatory time (comp time) used for an FMLA qualifying event may be counted against an employee's 12-week leave entitlement. The use of comp time may be at the employee's request or required by the employer.

2. Notice of Foreseeable Leave

Employees shall provide written notice to the Human Resources Department at least thirty (30) days prior to taking leave for expected births and placements and for planned medical treatment. Employees shall make reasonable efforts to schedule medical treatment so as not to disrupt unduly the operations of the school district. If the date of the birth or placement or of the medical treatment requires less than thirty (30) days notice, employees shall provide such notice as is practicable.

3. Leave for Married Couples

If both husband and wife are employed by the school district, the aggregate number of work weeks available for a family leave or in order to care for a parent with a serious health condition is limited to 12 work weeks in any 12-month period.

4. Certification by Health Care Provider

If an employee requests a medical leave, such request shall be supported by a certificate issued by the appropriate health care provider who is not employed on a regular basis by the school district. After the initial certification, the employee shall submit recertifications every subsequent fourth workweek for which leave is taken. The certificate must state the date on which the serious health condition commenced, the probable duration of the condition, and the appropriate medical facts within the knowledge of the health care provider regarding the condition. For a request to take leave because of the employee's own serious health condition, the certificate also shall state whether the employee is able to

perform the functions of the employee's position. For a request to take leave in order to care for the employee's spouse, son, daughter, or parent, the certificate also shall state whether the employee is needed to care for the employee's spouse, son, daughter, or parent.

For any request to take leave intermittently or on a reduced schedule for planned medical treatment, the certificate also shall state the dates on which planned medical treatment is expected to be given and the duration of the treatment. For a request to take leave intermittently or on a reduced schedule for a personal health condition, the certificate also shall state the medical necessity for and the expected duration of the intermittent leave or leave on a reduced schedule. For a request to take leave intermittently or on a reduced schedule in order to care for the employee's spouse, son, daughter, or parent, the certificate also shall state whether the employee's intermittent leave or leave on a reduced schedule is necessary for the care of the employee's spouse, son, daughter, or parent who has a serious health condition, or will assist in their recovery, and the expected duration and schedule of the intermittent leave or reduced leave schedule.

If the school district has reason to doubt the validity of any of the required information in the certification, the school district may require the employee to obtain the opinion of a second health care provider designated or approved by the school district. If the opinions of the health care providers conflict, the school district may require the employee to obtain a final and binding opinion of a third health care provider.

5. Intermittent or Reduced Leave Schedule

If medically necessary, an employee may take a medical leave of absence intermittently or on a reduced leave schedule due to the serious health condition of the employee or covered family member or the serious injury or illness of a covered service member. If the employee is not employed principally in an instructional capacity and the requested leave is foreseeable based on planned medical treatment, the employee may be required to transfer temporarily to an available alternative position for which the employee is qualified. An employee who is employed principally in an instructional capacity and whose requested leave is foreseeable based on planned medical treatment, may take leave for periods of a particular duration rather than intermittently or on a reduced leave schedule if the employee would be on leave for greater than 20 percent of the total number of working days in the period during which the leave would extend. Leave may not be taken intermittently or on a reduced leave schedule other than as authorized in this paragraph.

6. Leaves Near End of Academic Semesters

Classroom teachers and teachers' aides who desire to take family or medical leave more than five weeks prior to the end of an academic semester may be required to continue taking leave until the end of the semester if the leave is of at least three weeks duration and the return to employment would occur during the three-week period before the end of such semester. Classroom teachers and teachers' aides who desire to take family leave or medical leave for other than their own serious health condition less than five weeks prior to the end of an academic semester may be required to continue taking leave until the end of the semester if the leave is of at least two weeks duration and the return to employment would occur during the two week period before the end of such semester. Classroom teachers and teachers' aides who desire to take family leave or medical leave for other than their own serious health condition less than three weeks prior to the end of an academic semester may be required to continue taking leave until the end of the semester if the leave is of duration of at least five working days.

7. Denial of Restoration of Certain Employees

If the school district determines that a denial of restoration to a position is necessary to prevent substantial and grievous economic injury to the school district's operations, the school district may deny restoration to an employee who is among the highest paid 10 percent of the school district's employees after first notifying the employee of the basis for

the intended denial. The employee may avoid the denial of restoration by returning to work not later than the day on which the school district has determined that the injury would occur.

8. Returning to Work

Employees on family or medical leave must report every fourth workweek to their administrative supervisor either telephonically or in person. If the employee is on medical leave for a serious medical condition of the employee, which makes the employee incapable of personally making the report, the report may be made by the employee's health care provider or another person designated by the employee. Such report shall be on the status and intention of the employee to return to work. If an employee claims to be unable to return to work because of the continuation, recurrence, or onset of a serious health condition for which the employee would be eligible for medical leave, the employee shall submit to the Human Resources Department an appropriate certification issued by a health care provider. Employees who do not return to work at the expiration of family or medical leave and who have not been approved for another leave of absence shall be considered to have abandoned their employment. At the discretion of the school district, employees returning from family or medical leave shall be restored the position held prior to leave or to an equivalent position.

9. Maintenance of Health Benefits

If employees on leaves of absence under this policy desire to maintain their insurance coverage under the district's group health plan, the employees shall deliver their semi-monthly portions of the insurance premium to the district's employee benefits department not later than five workdays prior to each district payday. For leaves of absence under this policy only, the school district shall supplement the employee's portions of the premiums with any contributions it normally would make toward the employee's group health insurance premiums. The school district will recover from employees, its contributions if employees fail to return to work for reasons other than the continuation, recurrence, or onset of a serious health condition that would entitle the employees to leave under this policy or for other circumstances beyond the employee's control.

P. 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 for 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.

It is the intention of the school board that any and all benefits under the donation of sick leave policy in place during the 2009-2010 school year shall terminate on June 30, 2010 and shall not carry over beyond that date. This policy shall be effective for one school year, beginning on July 1, 2010 and ending on June 30, 2011, but is subject to re-adoption annually by motion and vote during any meeting of the Board of Trustees.

IV. CERTIFICATION

All instructional personnel shall have certificates, duly recorded with the Superintendent of Schools, that legally qualify them for the work to which they are assigned.

All instructional personnel employed in elementary and secondary schools are expected to keep themselves informed of essential instructional improvements through professional study, group discussions, school visitations and inservice education.

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 of contract 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 of contract 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.

A. Request and Notification for Cancellation or Suspension of a Certificate

The Superintendent shall notify the Commissioner of Education whenever a certified employee, including a paraprofessional, is terminated by action of the Board of Trustees and the termination is related to the individual's commission of an act, which involves:

1. Any form of sexual or physical abuse of a minor child, or any other illegal conduct with a minor child;
2. Possession, transfer, sale or distribution of a controlled substance or illegal drug;
3. Illegal transfer, appropriation, or expenditure of school property or funds;
4. An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit which would entitle the individual to a professional position or to receive additional compensation associated with a position; or
5. Commission of a crime occurring in whole or part on school property or at a school sponsored event.

The Superintendent shall notify the Commissioner of Education when a certified employee resigns and reasonable evidence exists, which would support a recommendation by the Superintendent to terminate the employee for one of the circumstances specified above. Before an employee's resignation which requires notice under this subsection 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 that employee's certificate. The Superintendent shall notify the Board of Trustees prior to filing the report with the Commissioner of Education.

The Superintendent shall notify the Commissioner of Education when made aware of a certified employee's conviction of any felony, or conviction of a misdemeanor for an act or acts directly related to the categories cited above.

V. CRITICAL NEEDS SUPPLEMENT

On February 20, 2001, the Board of Trustees of the Aldine Independent School district approved an increase of \$500 in the critical need supplement for certified teachers teaching in critical need areas identified by the district as critical need. Below are the areas that have been identified as critical need.

Math teachers for 7th – 12th grades
 Science teachers for 7th – 12th grades
 Bilingual teachers for all levels
 Special Education teachers for PPCD – 12th grades
 (GAP, SLC, Autism, Deaf Ed, Visually Impaired,
 Mobility and Orientation) Inclusion and Resource are
 excluded from receiving the critical need supplement.

Skills Specialists are not eligible for the critical need supplement.

To be eligible for the supplement:

1. Teachers **must be certified** in the critical need area.
2. Teachers who teach in a critical need area on their conference period or zero period would not be eligible for the critical need supplement for that assignment. The critical need supplement will only apply to the primary teaching field.
3. Bilingual teachers need to serve bilingual students at least 50% of the day.

Teachers could receive **up to** \$4,000, based on what they teach and the number of classes they teach. Bilingual teachers who are serving in Title 1 positions will receive the \$4,000 supplement through the school's Title 1, Bilingual, or Special Revenue Funds.

High School

If a teacher teaches 5 periods in a critical need area – \$3,000 annually
 If a teacher teaches 4 periods in a critical need area – \$2,400 annually
 If a teacher teaches 3 periods in a critical need area – \$1,800 annually
 If a teacher teaches 2 periods in a critical need area – \$1,200 annually
 If a teacher teaches 1 period in a critical need area – \$600 annually

Middle School (5 periods)

If a teacher teaches 5 periods in a critical need area – \$3,000 annually
 If a teacher teaches 4 periods in a critical need area – \$2,400 annually

If a teacher teaches 3 periods in a critical need area – \$1,800 annually
If a teacher teaches 2 periods in a critical need area – \$1,200 annually
If a teacher teaches 1 period in a critical need area – \$600 annually

Intermediate School (6 periods)

If a teacher teaches 6 periods in a critical need area – \$3,000 annually
If a teacher teaches 5 periods in a critical need area – \$2,500 annually
If a teacher teaches 4 periods in a critical need area – \$2,000 annually
If a teacher teaches 3 periods in a critical need area – \$1,500 annually
If a teacher teaches 2 periods in a critical need area – \$1,000 annually
If a teacher teaches 1 period in a critical need area – \$500 annually

Intermediate School (5 periods)

If a teacher teaches 5 periods in a critical need area – \$3,000 annually
If a teacher teaches 4 periods in a critical need area – \$2,400 annually
If a teacher teaches 3 periods in a critical need area – \$1,800 annually
If a teacher teaches 2 periods in a critical need area – \$1,200 annually
If a teacher teaches 1 period in a critical need area – \$600 annually

Elementary School (All day)

Bilingual teachers will receive \$4,000 annually.

Critical need supplement will be paid in two payments, ½ of the annual amount in October and ½ in March of each year.

The teacher will lose the critical need supplement immediately when he/she is no longer teaching in critical need area or no longer certified to teach in a critical need area. Teachers will not receive the critical need supplement until all paperwork is complete in the Human Resources Department. If a critical need teacher is employed after the school year starts, the critical need supplement will be prorated on a daily basis.

VI. HEALTH EXAMINATION FOR SCHOOL EMPLOYEES

All school employees are required to be free from communicable diseases at all times. A note to return to work is necessary if a communicable disease is present.

It is recommended that all school employees have a general physical examination annually.

VII. RESIGNATION

Contract personnel choosing to end their employment with the district are required to submit a written notice of resignation for the coming school year no later than 45 days before the first day of the coming school year. The Superintendent may appoint administrative supervisors as the Superintendent's designee to accept resignations of employees or to dismiss noncontractual employees.

The Superintendent shall be the designee of the Board of Trustees to receive and accept resignations.

When an employee's resignation becomes effective, the employee shall forfeit all accumulated local sick leave benefits.

VIII. PRESENTMENT OF EMPLOYEE GRIEVANCES

Employees are encouraged to resolve their complaints at the campus or building level through the principal or building supervisor as informally and as promptly as possible. However, employees are not required to attempt informal resolution of complaints prior to filing a grievance with the Superintendent of Schools, and such attempts are not part of the grievance presentment procedure. The timelines contained herein will not be postponed during such attempts. A "grievance" is a written complaint filed with the Superintendent of Schools and which concerns the grievant's wages, hours, or conditions of work, or which alleges unlawful discrimination in employment based upon sex, race, age, religion, national origin, handicapping condition, or the exercise of constitutional rights. The grievant's allegations must be stated specifically and factually, the

grievant must state the specific harm caused, and the grievant must establish the existence of an available remedy. Grievances and appeals are filed by actual delivery to the Superintendent's office, either by telecopier at 281-449-4911 or by U.S. Mail or hand delivery. Filing shall not be by email or through the district's server or by delivery to any other district official or any other office. If a grievant attempts to file a grievance or appeal in any other manner or to any other official or office, the attempt is ineffective and the filing deadlines shall not be postponed. The grievant will not be required to present the grievance to a supervisor against whom the grievance is made. Using the grievant's own audio recording equipment, a grievant may record grievance presentations. Written responses are made when executed and sent. Written responses are effective when made regardless of the date received by the grievant. If a response is not made by the due date, the grievance or appeal is deemed denied on that date. Appeals filed more than ten (10) days after the response is made or deemed denied are untimely. All time limits are mandatory. All references to "days" shall mean "calendar days" without regard to district calendars. If the deadline for filing a grievance or appeal or for making a response falls on a Saturday, Sunday, or legal holiday, the deadline shall be considered to be the next day which is not a Saturday, Sunday, or legal holiday.

Grievances regarding Professional Development Appraisal System (PDAS) evaluations shall be brought pursuant to this policy. The Board of Trustees, Superintendent, and Superintendent's designee shall not substitute their judgment concerning the content of an evaluation for the judgment of an appraiser. This policy does not apply to the non-renewal of term contract employees.

If the complaint does not regard a PDAS evaluation, the employee may file a grievance within ten (10) days after the employee became aware or should have become aware of the decision or act from which the complaint arose. If the complaint regards a PDAS evaluation, the employee may file a grievance within ten (10) days after either the post-observation conference or the deadline for submitting the written response regarding the appraiser's written record, whichever occurs first. The employee may file and present a grievance as follows.

LEVEL ONE Within the appropriate ten (10) day filing period outlined above, the employee may file a grievance by delivering written notification to the Superintendent of Schools. The notice must state whether the presentation of the grievance will be made orally or in writing and must identify the subject matter of the grievance. If the presentation will be made in writing, the written grievance must be received by the Superintendent within ten (10) days after the notice is filed. Within ten (10) days after the notice is filed, the Superintendent will designate a person with specific knowledge of the subject matter of the grievance to respond to the grievant. If the grievance is presented orally, the designee will meet with the grievant within ten (10) days after the Superintendent's designation and will respond within ten (10) days after the meeting. If the grievance is presented in writing, the designee will respond within ten (10) days after the Superintendent's designation or within ten (10) days after the written grievance is received, whichever is later.

LEVEL TWO If the grievant is not satisfied with the designee's response, the grievant may present the grievance to the Superintendent. The grievant must file a written notice of appeal to the Superintendent within ten (10) days after the designee's response is made. If the grievance was presented orally to the designee, the Superintendent will meet with the grievant within ten (10) days after receiving the notice and will respond within ten (10) days after the meeting. If the grievance was presented in writing to the designee, the Superintendent will respond to the written grievance within ten (10) days after receiving the notice of appeal.

LEVEL THREE If the complaint has not been resolved to the satisfaction of the employee after the presentment to the Superintendent of Schools, the employee may present the grievance to the Board of Trustees. The grievant must file a written notice of appeal to the Board of Trustees within ten (10) days after the Superintendent's response is made. The appeal will be scheduled for presentation to the board at the next study or regular session which is at least ten (10) days after the appeal is filed. After considering the complaint, the Board may exercise its discretion by questioning the grievant or the administration, or directing the Superintendent to place the matter on a future agenda, or by taking no action.

IX. TITLE IX - STATEMENT

In compliance with Title IX of the Education Amendments of 1972, the Aldine ISD will not discriminate on the basis of sex or age in the employment of or admission to any education program or activity.

X. EMPLOYEE BENEFITS

Employee benefits are available to all regular employees (active or on a paid leave approved by the district) and who are active, contributing members of the Teacher Retirement System (TRS) or will be TRS eligible within 90 days. Initial enrollment for insurance must be made within 30 days of employment. Information about the benefits available will be given at the time of the completion of paperwork necessary for employment. An annual open enrollment period allows existing employees the opportunity to make changes to current benefit selections. Insurance inquiries should be made to the Employee Benefits Department located in the Human Resources Department at the M. B. “Sonny” Donaldson Aldine Meadows Complex.

XI. WORKERS’ COMPENSATION

- A. 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.
- B. 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.
- C. In case of an emergency, contact 911.
- D. Injured employees are to report to the campus nurse. Building principals/department supervisors should be notified immediately. Accident forms must be signed by the principal or supervisor immediately following the accident and sent to the risk management department.
- E. It is required that treating doctors be selected from the Alliance network of physicians.
- F. Employees are to present temporary prescription cards to participating pharmacies. Prescription cards are issued by the campus nurse.
- G. 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.

XII. HAZARD COMMUNICATION PROGRAM

The Aldine Independent School District is firmly committed to providing each of its employees a safe and healthful work environment. It is a matter of company policy as well as an important public program. We have implemented this Hazard Communication Program as outlined herein.

Executive Director of Buildings and Properties will have the overall responsibility for coordinating the program for Aldine Independent School District located at 14910 Aldine Westfield Road.

Access to the Written Program

All or any part of this written Hazard Communication Program is available to employees and their designated representatives. The program is available from the person named above for review and copying.

A. Hazard Determination

1. The initial hazard determination is coordinated by the Principal with the assistance of the Assistant Principal, Curriculum Area Consultant, and Department Chairman.
2. Any substance listed in 29 CFR part 1910, subpart Z, Toxic and Hazardous Substances, Occupational Safety and Health Administration (OSHA); *Threshold Limit Values for Chemical Substances and Physical Agents in the Work Environment*, American Conference of Governmental Industrial Hygienists (ACGIH); *Annual Report on Carcinogens*, National Toxicology Program (NTP); or *Monographs*, International Agency for Research on Cancer. Monographs will be considered a health or physical hazard, and therefore, hazardous.
3. Furthermore, any substance otherwise known to be hazardous is included in our Hazard Communication Program.
4. Every hazardous substance known to be present in the workplace will be listed on the "Workplace Chemical List". The building principal or designee is responsible for coordinating and maintaining the list.
5. The identity of the substance appearing on the "Workplace Chemical List" will be the same name that appears on the manufacturer's label, in-house, and the MSDS for that substance.
6. The "Workplace Chemical List" will serve as an index to the MSDS files.

B. Labeling

1. No hazardous chemicals will be accepted for use in the facility unless labeled with at least the following information:
 - Identity of the hazardous chemical(s)
 - Appropriate hazard warnings
 - Access to name and address of the chemical manufacturer, importer, or other responsible partyThe building principal is responsible for assuring compliance with this labeling requirement in accordance with a 29CFR 1910.1200.
2. All in-plant containers of hazardous chemicals will be labeled with at least the following information:
 - Identity of the hazardous chemical(s)
 - Appropriate hazard warnings
3. In-house labels are stocked at schools by hazard communication department coordinators.
4. The central office hazard communication department coordinators are responsible for reviewing and assuring label information is kept current.
5. No label is to be defaced or removed when a material is received or in use.

C. Material Safety Data Sheets

1. A material safety data sheet (MSDS) containing the information required by the Texas Hazard Communication Act of 1993 will be kept for each substance listed on the "Workplace Chemical List." The MSDS will be the most current one supplied by the chemical manufacturer, importer, or distributor. Teachers have the right to view these. The building principal or designee is responsible for obtaining and maintaining the file of MSDS.

2. The MSDS's are filed in the main office of each school and are readily accessible to employees in the work area during each work shift.

D. Employee Information and Training Program Policy

1. All employees, including temporary employees, working with or potentially exposed to hazardous chemicals will be appropriately informed and trained per 1910.1200 (h) concerning the potential hazards of the chemicals to which they may be exposed.
 - a. The school nurse will provide inservice training annually for all employees new to the campus who are affected by the Texas Hazard Communication Act of 1993. Training will include details of the Hazard Communication Program with an explanation of the labeling system, material safety data sheets and appropriate response to hazardous chemical exposure.
 - b. Employees working with hazardous materials isolated to their area of curriculum specialty will be inserviced by appropriate personnel.
2. All employees affected by the Texas Hazard Communication Act of 1993 will be informed of the details of the Hazard Communication Program including an explanation of the labeling system and the material safety data sheets, and how employees can use the appropriate hazard information. The Office of Buildings and Properties is responsible for the overall coordination of the training program.
3. Affected Central Office department coordinators will provide employees with training when new hazardous chemicals are introduced and added to the "Workplace Chemical List", or before non-routine tasks are to be performed that could involve exposure to hazardous chemicals.
4. Reinforcement of training will be conducted through topics at safety meetings, as appropriate.
5. The extent of information transmitted to employees during training sessions will be indicated by the degree of hazard presented by the chemicals. The applicable MSDS's, the text of the OSHA Hazard Communication Standard (1900.1200), the inventory list of hazardous chemicals, and this written program will be used as sources of information during the training session.

E. Contractor Policy

Outside contractors must be provided with all necessary information concerning the potential hazards of the substances to which they may be exposed and appropriate protective measures required to minimize their exposure.

Whenever possible, the contractor or agency management should be provided with a list of the hazardous chemical and the safety sheets for the materials their employees will be using in the course of their work in our area.

F. Pest Control Policies

The district periodically applies pesticides inside buildings. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)'s school assignment area may contact their building principal. Information concerning these applications may be obtained from Charles Williams, 281-985-6265.

G. Annual Notice, Asbestos Inspection And Management Plans

The Aldine I.S.D. schools are inspected for asbestos in accordance with the federal Asbestos Hazard Emergency Response Act (AHERA). An asbestos management plan detailing the inspection results and the district response action is in the administrative area of each building for your review. Each

building found to have asbestos containing building materials, will have periodic surveillance and re-inspections performed in accordance with AHERA regulations. The results of the periodic surveillances and re-inspections are also in the administrative area asbestos management plan for review, along with any post response action or abatement activities documentation. It is the districts goal to continue diligent effort in the matter of asbestos containing building materials and hereby certified that the general local education agency responsibilities under §763.84 have been met or will be met.

XIII. FACULTY ADVISORY COMMITTEES (FAC)

This select committee works with the administration to review campus procedures and policies.

XIV. CAMPUS IMPROVEMENT COUNCIL

The principal is the instructional leader of the school. As such, the principal is responsible for implementing goals, objectives, and major district-wide classroom instructional programs, for identifying school improvement priorities, and for monitoring the performance of students, programs, and staff. To assist and advise the principal, each school shall have a Campus Improvement Council composed of students, parents, staff members, and community patrons. The principal shall chair the council's steering committee, shall appoint persons from the council to the steering committee, and shall appoint persons from the council to subcommittees as desired. The principal shall appoint the moderator of each subcommittee and shall serve as an ex-officio member of each subcommittee.

The Campus Improvement Council, the steering committee, and all subcommittees serve solely in an advisory role to the school's principal. The principal may seek the assistance and advice of other parents, residents, or staff members on any matter, which may be under consideration by the Campus Improvement Council, the steering committees, or any subcommittee. The Board of Trustees and/or the Superintendent of Schools may appoint, establish, or meet with any other groups of parents, teachers, and/or community patrons as they desire for advice or assistance on such subjects that are appropriate. The Board of Trustees retains the exclusive power to manage and govern the public free schools of the district.

XV. CAMPUS IMPROVEMENT STEERING COMMITTEE (CISC)

The CISC will serve as the campus site-based decision making committee functioning in an advisory role to the principal by (Senate Bill I) assisting in the decision making process in the following areas: budgeting, planning, curriculum, staffing patterns, staff development, school organization, goal setting, and staff development. The principal of each school campus with the assistance of parents, community residents, business representatives, students and the staff of the school shall establish academic and other performance objectives for each academic excellence indicator.

The CISC will work within the Site-Based Decision-Making parameters which define role responsibilities for defines areas of decision-making. The CISC will also take into consideration the district's strategic plan, the annually adopted district goals, and the district and campus performance data.

Each CISC will include a combination of certified school staff members. Each CISC will consist of a minimum of three elected EAC certified staff members; three parents; two community representatives (as defined in Senate Bill I); two business representatives (as defined in Senate Bill I); the moderator from each Campus Improvement Subcommittees and one to three students. The principal may select all but the three elected EAC members. Their membership on the CISC for the school year is automatic.

XVI. DISTRICT LEVEL EDUCATIONAL ADVISORY COMMITTEES (DEAC) AND VERTICAL EDUCATIONAL ADVISORY COMMITTEES (VEAC)

These committees shall serve in an advisory capacity in establishing and reviewing district's educational goals, objectives, and major district-wide classroom instructional programs.

XVII. TEACHER OF THE YEAR

In an effort to recognize the professional, innovative, and effective instructional abilities of talented teachers within the Aldine school system, the Board of Education and administration will honor the outstanding teachers selected by each school's faculty for building Teacher of the Year.

From the building honorees will come a final selection of a district Elementary Teacher of the Year and Secondary Teacher of the Year. These teachers will then be a candidate for the state award of Teacher of the Year.

XVIII. PAYMENT OF SALARY

The salary of each employee shall begin at the time he/she reports for duty. The salary shall be paid semi-monthly on the fifth and twentieth of each calendar month.

XIX. DIRECT DEPOSIT

Direct deposit to the institution of your choice is available. Employees hired after August 1, 2009 will be required to have direct deposit. Information and the correct form may be obtained in the Payroll Department at Central Office or the Human Resources Department at the Donaldson Aldine Meadows Complex.

SECTION II

GRADE LEVEL SPECIFIC GUIDELINES

I. EC/PK SCHOOLS

A. AN ALIGNED CURRICULUM

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.

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.

B. 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.

C. 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.

D. PLANNING AND THE LESSON PLAN FORM

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.

Lesson plans will be monitored weekly by the campus administrators and updated as needed by the classroom teachers.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. ACCIDENT PREVENTION

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

K. 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.

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.

L. 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 observation, six 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 six 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.

M. HOMEWORK POLICY

Grades EC/PK

A campus homework plan will be implemented at each campus to provide extra practice, maintenance of skills or review of skills.

Homework assignments should not exceed fifteen minutes.

The teacher will follow-up on homework assignments and have a system in place to reward completed assignments.

N. 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

O. PROMOTION/RETENTION/PLACEMENT POLICIES

Promotion/Retention

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

P. EXTENDED YEAR

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.

Special education Extended School Year (ESY) will be provided as a result of ARD decision, usually at a centralized location.

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.

Q. FIELD TRIPS

- Field trips must be of an educational nature.
- Requests must originate with the building principal and be approved by the area superintendent.
- 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.
- 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.

- 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.
- Every child needs written parental permission **before** going on a trip.
- An approved list of field trips is maintained by the area superintendent.
- 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.
- Field trips are not to be extended beyond 100 miles from Aldine ISD.
- EC/PK students do not participate in overnight field trips.
- Children not enrolled in the class/grade/school may not ride the bus.
- Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- 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.
- Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- Any parent or adult who volunteers regularly with students must have a criminal background check.
- Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

**Refer to end of section II for guidelines and regulations governing field trips.*

R. TESTING PROGRAM

1. Developmental Test

Brigance 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.

S. 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.

T. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

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

U. 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.

V. LIBRARY FINES: EC/PRE-K

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.

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.

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.

W. ATTENDANCE POLICY

A child must be 4 on September 1st 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.

X. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)

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.

Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc. and the 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 Report (MER).
Form---GH # 1.
2. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 if the parent states the doctor has indicated the student will be out for a minimum of 4 consecutive weeks (from the date the doctor will complete the form).
3. Nurse lets the campus EIT coordinator know of the student and that the form was given to the parent for the doctor to complete ---meeting needed when the form is returned.
4. When the form is returned, EIT Coordinator needs to hold a General Education Homebound meeting with an administrator, a general education teacher of the student, EIT Coordinator, nurse and parent. Use the Form GH #2 for the meeting. The meeting should be expedited.
5. Immediately after the meeting, the EIT coordinator or nurse contacts Homebound Services (extension 6183)
6. 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. Keep the originals on the home campus.
7. Send the folder with the copies of the documents to Homebound Services within 2 days of the General Education Homebound meeting.

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 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.

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.

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.

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
 - 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.

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.

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.

Y. TRANSITIONAL INFORMATION

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

Z. PARTY POLICIES

THESE ARE THE ONLY SCHOOL PARTIES ALLOWED FOR STUDENTS.

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.

Valentine's Day - Valentines may be exchanged by the students. No refreshments will be permitted.

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.

Surprise parties for students or teachers are not permitted.

Do not send cupcakes, cookies, cakes, candy, balloon bouquets or flowers to celebrate special occasions.

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.

AA. STUDENT TRANSFER

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

AB. ENROLLMENT OF STUDENTS

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 1st;
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.

AC. AWARDS

Awards are given to the following students:

1. Those who have missed no days for the school year (perfect attendance); and
2. Additional awards may be given to other outstanding students at the discretion of the principal.

II. ELEMENTARY SCHOOLS

A. AN ALIGNED CURRICULUM

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.

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.

B. 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.

C. 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.

D. PLANNING AND THE LESSON PLAN FORM

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.

Lesson plans will be updated and monitored weekly by the principal or his/her designee.

Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. 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.

K. 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.

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.

L. GRADING POLICY

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

Grade Reporting

Students will receive report cards at the end of each six-weeks period. Six weeks 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 first three weeks 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. 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 six 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 six weeks grade reporting period will end before the last day of the six 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.

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 six-weeks basis with a progress report at the mid-point of each six weeks. If the progress report at the mid-point 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 six-week grade processing date, teachers may assign a student a grade of “R” for the six-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.

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 fourth six-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 three six-weeks grading periods.

Teacher’s Gradebook:

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

Report Card Cycle Marks for Math:

$\frac{\text{Cycle 1}}{81\%}$ $\frac{\text{Cycle 2}}{81\%}$ $\frac{\text{Cycle 3}}{81\%}$			$\frac{\text{Cycle 4}}{85\%}$ $\frac{\text{Cycle 5}}{87\%}$ $\frac{\text{Cycle 6}}{90\%}$		
X School XISD			Aldine School		

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.

M. GRADING

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.

91 to 100	E
81 to 90	S
71 to 80	N
70 or Below	U

2. **Grades** - A minimum of 2 grades per subject per week must be recorded in each six-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 six 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

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** - A minimum of three TEKS/benchmark based major grades must be recorded per grading period. All district-required benchmark assessments MUST be included as major grades in the six-weeks that they are administered.

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

- six weeks tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessment
- book reports/critiques
- compositions
- portfolios

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

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

- 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 two (2) assessments will be documented each six 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.

- 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 two (2) assessments will be documented each six 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 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:
 - a. 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.
 - b. 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 six weeks.
 - c. Grading Lessons. Each teacher should record a grade for each lesson completed in the Lessons Booklet.
 - d. Art Grading Policy. Each teacher will assign a letter grade the child earned in his/her class for a six 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.

e. Theater Arts

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

Foreign Language is an optional program considered to be enrichment with grading and assessment incorporated into their other classes.

N. HOMEWORK POLICY

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

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.

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 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 meaningless, time-consuming tasks. 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.

O. 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.

P. 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

Q. PROMOTION/RETENTION/PLACEMENT POLICIES

Promotion/Retention

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.

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.

Additional Promotion Standards

1. Limited English Proficient students must make a minimum of one year's growth in English/reading to be promoted.
2. 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.

Second Retention

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

Placement

1. 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.
2. Students placed in a grade level will be assigned to intervention program(s).

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. **TAKS:** Students who are not mastering the TAKS objectives in reading, writing and/or mathematics may participate in the TAKS Intervention activities/programs.
3. **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.
4. **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.
5. **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.
6. **Accelerated Program for Kindergarten through 4th Grade Children:** Kindergarten through 4th grade students meeting program criteria (TPRI/Tejas Lee results, ITBS results, report card and STAAR results) will benefit from supplemental instructional opportunities.
7. **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 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.
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.

R. EXTENDED YEAR/ENRICHMENT

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.

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 (ESY).

S. FIELD TRIPS

- Field trips must be of an educational nature.
- Requests must originate with the building principal and be approved by the area superintendent.
- 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.
- 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.
- 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.
- Every child needs written parental permission **before** going on a trip.
- An approved list of field trips is maintained by the area superintendent.
- 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.
- Field trips are not to be extended beyond 100 miles from Aldine ISD.
- Elementary students do not participate in overnight field trips.
- Children not enrolled in the class/grade/school may not ride the bus.
- Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- 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.
- Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- Any parent or adult who volunteers regularly with students must have a criminal background check.

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

**Refer to end of section II for guidelines and regulations governing field trips.*

T. TESTING PROGRAMS

Iowa Test of Basic Skills (ITBS)

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

State of Texas Assessments of Academic Readiness (STAAR)

Administered in the spring to students in grades 3 and 4

Texas English Language Proficiency Assessment System (TELPAS)

Administered in the spring to all Limited English Proficient (LEP) students in grades K-4

Texas Primary Reading Inventory (TPRI)

Administered to English and English as a Second Language (ESL) students in grades K-2

Tejas LEE

Administered to bilingual students in grades K-2

Testing programs for students receiving special education services

See Section 23, VII in administrative policy – Participation in State and Local Assessments A-J

U. 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.

V. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

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

W. 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.

X. LIBRARY FINES: GRADES K-4

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/Pre-K through 4th 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.

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.

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.

Y. 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 (18th) 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.

Z. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)

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.

Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc. and the 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 Report (MER).
Form---GH # 1.
2. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 if the parent states the doctor has indicated the student will be out for a minimum of 4 consecutive weeks (from the date the doctor will complete the form).
3. Nurse lets the campus EIT coordinator know of the student and that the form was given to the parent for the doctor to complete ---meeting needed when the form is returned.
4. When the form is returned, EIT Coordinator needs to hold a General Education Homebound meeting with an administrator, a general education teacher of the student, EIT Coordinator, nurse and parent. Use the Form GH #2 for the meeting. The meeting should be expedited.
5. Immediately after the meeting, the EIT coordinator or nurse contacts Homebound Services (extension 6183)
6. 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. Keep the originals on the home campus.
7. Send the folder with the copies of the documents to Homebound Services within 2 days of the General Education Homebound meeting.

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 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.

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.

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.

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.

Testing

1. The homebound teacher will administer state assessments to eligible students.

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.

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.

AA. TRANSITIONAL INFORMATION

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 folders
Discipline
RtI/EIT (Early Intervention Team) documentation and folder
LPAC
G/T
Dyslexia
504
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.

AB. PARTY POLICIES

THESE ARE THE ONLY SCHOOL PARTIES ALLOWED FOR STUDENTS.

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.

Valentine's Day - Valentines may be exchanged by the students. No refreshments will be permitted.

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.

Surprise parties for students or teachers are not permitted.

Do not send cupcakes, cookies, cakes, candy, balloon bouquets or flowers to celebrate special occasions.

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.

AC. STUDENT TRANSFER

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

AD. ENROLLMENT OF STUDENTS

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.

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.

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.

AE. AWARDS

Awards are given to the following students:

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

AF. MUSIC EDUCATION

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.

AG. 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)

AH. GUIDELINES FOR STUDENT RECOGNITION

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.

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.

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.

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.

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.)

Destination Imagination

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

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.

III. INTERMEDIATE SCHOOLS

A. AN ALIGNED CURRICULUM

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.

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.

B. 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.

C. TEACHER PLANNING AND PREPARATION TIME

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.

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.

D. PLANNING AND THE LESSON PLAN FORM

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.

Lesson plans will be monitored weekly by the principal or his/her designee.

Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. 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.

K. 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.

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.

L. GRADING POLICY

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

Grade Reporting

Students will receive report cards at the end of each six-weeks period. Six weeks 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 first three weeks 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. 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 six 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 six weeks grade reporting period will end before the last day of the six 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 six-week grade processing date, teachers may assign a student a grade of "R" for the six-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.

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 six-weeks basis with a progress report at the mid-point of each six weeks. If the progress report at the mid-point 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.

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 fourth six-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 three six-weeks grading periods.

Teacher's Gradebook:

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

Report Card Cycle Marks for Math:

<u>Cycle 1</u> 81%	<u>Cycle 2</u> 81%	<u>Cycle 3</u> 81%	<u>Cycle 4</u> 85%	<u>Cycle 5</u> 87%	<u>Cycle 6</u> 90%
X School XISD			Aldine School		

M. GRADING REQUIREMENTS

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** - A minimum of three TEKS/benchmark based major grades must be recorded per grading period. All district-required benchmark assessments MUST be included as major grades in the six-weeks that they are administered.

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

- six weeks tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessment
- book reports/critiques
- compositions
- portfolios

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

4. **Daily Grades** – A minimum of ten TEKS/benchmark based daily grades must be recorded per grading period. In Math, no more than two of the 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

Physical Education/Wellness

Physical education will receive numerical grades.

Electives

1. Music

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:

- 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 six weeks.
- Grading Lessons. Each teacher should record a grade for each lesson completed in the Lessons Booklet.
- 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.

N. HOMEWORK POLICY

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.

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.

O. 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.

P. 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

Q. PROMOTION/RETENTION/PLACEMENT POLICIES

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.

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. In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.

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 6th Grade Children:** Kindergarten through 6th 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 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.
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).

R. EXTENDED YEAR/ENRICHMENT

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.

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 (ESY).

S. FIELD TRIPS

- Field trips must be of an educational nature.
- Requests must originate with the building principal and be approved by the area superintendent.
- 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.
- 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.
- 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.
- Every child needs written parental permission **before** going on a trip.
- An approved list of field trips is maintained by the area superintendent.
- 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.
- Field trips are not to be extended beyond 100 miles from Aldine ISD.
- Intermediate students do not participate in overnight field trips.
- Children not enrolled in the class/grade/school may not ride the bus.
- Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.

- 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.
- Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- Any parent or adult who volunteers regularly with students must have a criminal background check.
- Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

**Refer to end of section II for guidelines and regulations governing field trips.*

T. TESTING PROGRAM

Iowa Test of Basic Skills (ITBS)

Administered in the fall to all Limited English Proficient (LEP) students in grades 5 and 6

State of Texas Assessment of Academic Readiness (STAAR)

Administered in the spring to students in grades 5 and 6

Texas English Language Proficiency Assessment System (TELPAS)

Administered in the spring to all Limited English Proficient (LEP) students in grades 5 and 6

Testing programs for students receiving special education services

See Section 23, VII of administrative policy – Participation in State and Local Assessments A-J

U. 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.

V. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

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

W. 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.

X. LIBRARY FINES: GRADES 5-6

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.

All students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.

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.

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.

Y. 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 (18th) 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.

Z. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)

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.

Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc. and the 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 Report (MER).
Form---GH # 1.
2. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 if the parent states the doctor has indicated the student will be out for a minimum of 4 consecutive weeks (from the date the doctor will complete the form).
3. Nurse lets the campus EIT coordinator know of the student and that the form was given to the parent for the doctor to complete ---meeting needed when the form is returned.
4. When the form is returned, EIT Coordinator needs to hold a General Education Homebound meeting with an administrator, a general education teacher of the student, EIT Coordinator, nurse and parent. Use the Form GH #2 for the meeting. The meeting should be expedited.
5. Immediately after the meeting, the EIT coordinator or nurse contacts Homebound Services (extension 6183)
6. 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. Keep the originals on the home campus.
7. Send the folder with the copies of the documents to Homebound Services within 2 days of the General Education Homebound meeting.

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.

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.

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.

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.

Testing

1. The homebound teacher will administer state assessments to eligible students.

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.

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.

AA. 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.

AB. TRANSITIONAL INFORMATION

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 folders
 - PGP
 - Discipline
 - RtI/EIT (Early Intervention Team) documentation and folder
 - 504 Folder
 - SSI
 - LPAC
 - G/T

- Dyslexia
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.

AC. PARTY POLICIES

THESE ARE THE ONLY SCHOOL PARTIES ALLOWED FOR STUDENTS.

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.

Valentine's Day - Valentines may be exchanged by the students. No refreshments will be permitted.

Surprise parties for students or teachers are not permitted.

Do not send cupcakes, cookies, cakes, candy, balloon bouquets or flowers to celebrate special occasions.

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.

Sixth grade students should have one social event per year.

AD. STUDENT TRANSFER

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

AE. 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.

AF. AWARDS

Awards are given to the following students:

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

AG. MUSIC EDUCATION

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.

AH. 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)

AI. GUIDELINES FOR STUDENT RECOGNITION

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.

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.

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.

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.

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.

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.

IV. MIDDLE SCHOOLS

A. AN ALIGNED CURRICULUM

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.

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.

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.

B. 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.

C. TEACHER PLANNING AND PREPARATION TIME

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.

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.

D. PLANNING AND THE LESSON PLAN FORM

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.

Lesson plans will be submitted and monitored weekly by the principal or his/her designee.

Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. 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.

K. 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.

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.

L. GRADING AND EVALUATION

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

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 gradebook. 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 three six weeks grade, counting 30% 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.

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:

- six weeks tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessment
- book reports/critiques
- compositions
- portfolios

Six-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.

<u>1st six weeks</u>	<u>2nd six weeks</u>	<u>3rd six weeks</u>
6 week cumulative assessment (s/m/la/ss)	6 week cumulative assessment (s/m/la/ss)	6 week cumulative assessment (s) 18 week benchmark exam (m/la/ss)

3. Daily Grades-

A minimum of **ten** 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

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.

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 gradebook 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 six 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 six weeks report card, a progress report will be sent home at the mid point of each six weeks to the parents of all students. Schools will have three six weeks grades each worth 30% 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 five days. The student is responsible to submit the work in five days, and the teacher is responsible to change the grade from "I" on the grade sheet.

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.

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.

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

M. 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.

N. PROMOTION/RETENTION/PLACEMENT POLICIES

1. Students must achieve an average of 70 or better in each of the following core-content courses: ELA and or reading, math, science and social studies.
2. Students must pass all sections of the TAKS to be eligible for promotion.
3. Students who fail more than two (2) core courses during a school year will not be eligible for promotion.
4. Students who have failed a core-content course(s) and/or a TAKS 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.
5. Students who have failed a core-content course(s) and/or a TAKS 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.
6. Students who have failed a portion of the TAKS test may lose elective courses, the following school year, in order to make room in the schedule for the remedial program.
7. If an appeal has been initiated by the parent or guardian, 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

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

- b. Component 2: improvement in student test performance over the available testing opportunities; and
- 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

8. In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.

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.

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.

O. 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.

P. FIELD TRIPS

- Field trips must be of an educational nature (extended instructional activities).
- Requests must originate with the building principal and be approved by the area superintendent.
- 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.
- 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.

- 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.
- Every child needs written parental permission before going on a trip.
- An approved list of field trips is maintained by the area superintendent.
- 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.
- Field trips are not to be extended beyond 100 miles from Aldine ISD.
- Middle school students do not participate in overnight field trips.
- Children not enrolled in the class/grade/school may not ride the bus.
- Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- 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.
- Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- Students will not take overnight trips for traditional field trips.
- Any parent or adult who volunteers regularly with students must have a criminal background check.
- Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

**Refer to end of section II for guidelines and regulations governing field trips.*

Q. PHYSICAL EDUCATION/WELLNESS PARTICIPATION

All students will be required to participate in physical education except:

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. (LOTG can take the place of PE.)

Common sense and good judgment can help with better public relations in all such cases.

Students with medical limitations will be provided additional services through the adaptive wellness program if determined to be needed by ARD.

R. TESTING PROGRAM

Iowa Test of Basic Skills (ITBS)

Administered in the fall to all Limited English Proficient (LEP) students in grades 7 and 8

State of Texas Assessment of Academic Readiness (STAAR)

Administered in the spring to students in grades 7 and 8

Texas English Language Proficiency Assessment System (TELPAS)

Administered in the spring to all Limited English Proficient (LEP) students in grades 7 and 8

Testing programs for students receiving special education services

See Section 23, VII of administrative policy – Participation in State and Local Assessments A-J

S. EXTRACURRICULAR SCHOOL ACTIVITIES AND ORGANIZATIONS

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/UIIL Side by Side.

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.

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.

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.

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.

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.

T. 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.

U. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

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

V. LIBRARY FINES: GRADES 7-8

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.

All students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.

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.

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.

W. 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.

X. FEES, MEMBERSHIPS, AND PER DIEM AT DISTRICT EVENTS

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.

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. When possible, the membership should be in the name of the school.

Y. 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 (18th) 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, 9th 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.

Z. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)

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.

Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc. and the 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 Report (MER).
Form---GH # 1.

2. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 if the parent states the doctor has indicated the student will be out for a minimum of 4 consecutive weeks (from the date the doctor will complete the form).
3. Nurse lets the campus EIT coordinator know of the student and that the form was given to the parent for the doctor to complete ---meeting needed when the form is returned.
4. When the form is returned, EIT Coordinator needs to hold a General Education Homebound meeting with an administrator, a general education teacher of the student, EIT Coordinator, nurse and parent. Use the Form GH #2 for the meeting. The meeting should be expedited.
5. Immediately after the meeting, the EIT coordinator or nurse contacts Homebound Services (extension 6183)
6. 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. Keep the originals on the home campus.
7. Send the folder with the copies of the documents to Homebound Services within 2 days of the General Education Homebound meeting.

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.

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.

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 <u>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.

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.

Testing

1. The homebound teacher will administer state assessments to eligible students.

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.

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.

AA. SPECIAL PROGRAMS

1. **STAAR:** Students who are not mastering the STAAR objectives in reading, writing, and/or mathematics may participate in the STAAR Intervention activities/programs.
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. 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.
3. **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.
4. **VISA Program:** VISA (Volunteers In Schools in Aldine) is a program designed to involve parents in school.
5. **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.

AB. TRANSITIONAL INFORMATION FROM MIDDLE SCHOOL TO 9th 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

- C. Folders
- Cumulative
 - G/T
 - ESL
 - 504
 - Special Education Eligibility Folder
 - Dyslexia
 - PGP
 - Discipline
 - RtI/EIT (Early Intervention Team) documentation and folder
 - SSI Folder
 - LPAC
 - Other pertinent folders

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.

AC. STUDENT TRANSFER

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

AD. 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.

AE. AWARDS

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

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

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.

AF. ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Six Weeks Grading Periods - Fall Semester 2011-2012

Monday, August 22	First Day of Class – All students must have been <u>promoted</u> from previous grade level to be eligible for competition.
Friday, September 30	End of first six weeks grading period of school year; eligibility checked for all students.
Friday, October 7	<ol style="list-style-type: none">1. Students not passing all classes as of 09/30/11 become ineligible for competition at the end of the school day.2. Students not eligible for competition at the beginning of the school year and passed all classes as of 09/30/11 become eligible for competition at the end of the school day.
Monday, October 24	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
Monday, October 31	Suspended students regain eligibility if passing all classes at the end of the three week evaluation period, 10/24/11.
Friday, November 4	End of six weeks grading period; eligibility checked for all students
Friday, November 11	<ol style="list-style-type: none">1. Students not passing all classes as of 11/04/11 become ineligible for competition at the end of the school day.2. Suspended students regain eligibility if passing all classes as of 11/04/11.
Friday, December 2	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
Friday, December 9	Suspended students regain eligibility if passing all classes at the end of the three week evaluation period, 12/02/11.
Friday, December 16	End of six weeks grading period; eligibility checked for all students
December 16-January 2	All students are eligible beginning the end of the school day 12/16/11 through 01/02/12.
Tuesday, January 10	<ol style="list-style-type: none">1. Students not passing all classes as of 12/16/11 become ineligible for competition the end of the school day.2. Suspended students regain eligibility if passing all classes as of 12/16/11.

Six Weeks Grading Periods - Spring Semester 2011-2012

Monday, January 23	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
Monday, January 30	Suspended students regain eligibility if passing all classes at the end of the three week evaluation period, 01/23/12.
Friday, February 17	End of six weeks grading period; eligibility checked for all students.

Friday, February 24	<ol style="list-style-type: none"> 1. Students not passing all classes as of 02/17/12 become ineligible for competition at the same time as the end of the school day. 2. Suspended students regain eligibility if passing all classes as of 02/17/12.
Friday, March 9	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
March 9-17	All students are eligible beginning the end of the school day 03/09/12 through 03/17/12.
Monday, March 26	Suspended students regain eligibility at the same time as the end of the school day if passing all classes at the end of the three week evaluation period, 03/09/12.
Friday, April 13	End of six weeks grading period; eligibility checked for all students.
Friday, April 20	<ol style="list-style-type: none"> 1. Students not passing all classes as of 04/13/12 become ineligible for competition at the same time as the end of the school day. 2. Suspended students regain eligibility if passing all classes as of 04/13/12.
Friday, May 4	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
Friday, May 18	Suspended students regain eligibility the end of the school day if passing all classes at the end of the three week evaluation period, 05/04/12.
Friday, June 1	End of school year, all students are eligible during summer

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.

V. HIGH SCHOOLS

A. AN ALIGNED CURRICULUM

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.

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.

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.

B. 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.

C. TEACHER PLANNING AND PREPARATION TIME

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.

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.

D. PLANNING AND THE LESSON PLAN FORM

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.

Lesson plans will be monitored weekly by the principal or his/her designee.

Each building principal or assistant principal will create a system to make lesson plans available for substitutes in the event of unexpected teacher illness.

E. 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.

F. 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.

G. 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

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.

H. 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.

I. 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.

J. 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.

K. 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.

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.

L. GRADING AND EVALUATION

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

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 gradebook. 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 three six-weeks grades each worth 28% of the semester grade and a final exam will be worth 16% 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.

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. 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:

- six weeks tests
- benchmark exams
- unit/chapter tests
- research projects/papers (final product)
- special projects (science fair, history fair, performances, speeches, etc.)
- performance-based assessment
- book reports/critiques
- compositions
- portfolios

Three-week and six-week common assessments will be given in science and math (s/m). Language arts and social studies will have common assessments each six weeks (la/ss). All classes will have an 18 week benchmark exam.

<u>1st cycle</u>	<u>2nd cycle</u>	<u>3rd cycle</u>
3 week assessment (s/m)	3 week assessment (s/m)	3 week assessment (s/m)
6 week cumulative assessment (s/m/la/ss)	6 week cumulative assessment (s/m/la/ss)	18 week benchmark exam (s/m/la/ss)

3. Daily Grades-

A minimum of **ten** 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

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 gradebook 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 six 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.

On the 3rd and 6th week grading periods, teachers will calculate (not export) 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 six weeks report card, a progress report will be sent home at the mid point of each six weeks to the parents of all students. Each six weeks grade will be 28% of the grade and the exam grade will be the other 16%.

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 five days. The student is responsible to submit the work in five days, and the teacher is responsible to change the grade from "I" on the grade sheet.

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.

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.

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

a). 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.

SEMESTER GRADE	EXCUSED ABSENCES	TARDIES	CONDUCT
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 20% 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.

b). Examinations

1. Adequate number will be given according to the testing schedule.
2. Six-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.

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.

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

M. GRADE AND PROMOTION/RETENTION POLICIES

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 9th grade:

<p>Entering Freshmen 2003 – 2004</p> <p>26 Credits to graduate</p>	<p>Requirements for Sophomore Classification 2004 – 2005</p> <p>Credits: 6.5 to 13</p> <p>Courses: English I Algebra I Biology or IPC 1 credit from W. Hist., W. Geo, US Hist</p>	<p>Requirements for Junior Classification 2005 -2006</p> <p>Credits: 13.5 – 18.5</p> <p>Courses: English I & II Algebra I & Geometry Biology 1 Credit from IPC, Chem., Physics 2 Credits from W. Geo., W. Hist., US. Hist</p>	<p>Requirements for Senior Classification 2006 – 2007</p> <p>Credits: 19 +</p> <p>Must meet 11th grade requirements before being classified as a 12th grader.</p>
<p>Entering Freshmen 2004 – 2005</p> <p>25 Credits to graduate</p>	<p>Requirements for Sophomore Classification 2005 – 2006</p> <p>Credits: 5 to 9.5</p> <p>Courses: English I Algebra I Biology or IPC 1 credit from W. Hist., W. Geo, US Hist</p>	<p>Requirements for Junior Classification 2006 -2007</p> <p>Credits: 10 – 17.5</p> <p>Courses: English I & II Algebra I & Geometry Biology 1 Credit from IPC, Chem., Physics 2 Credits from W. Geo., W. Hist., US. Hist.</p>	<p>Requirements for Senior Classification 2007 – 2008</p> <p>Credits: 18+</p> <p>Must meet 11th grade requirements before being classified as a 12th grader.</p>
<p>Entering Freshmen 2005 – 2006 or 2006-2007</p> <p>24 Credits to graduate</p>	<p>Requirements for Sophomore Classification 2006 – 2007 / 2007-2008</p> <p>Credits: 5 to 9.5</p> <p>Courses: English I Algebra I Biology or IPC 1 credit from W. Hist., W. Geo, US Hist</p>	<p>Requirements for Junior Classification 2007 -2008 / 2008-2009</p> <p>Credits: 10 – 16.5</p> <p>Courses: English I & II Algebra I & Geometry Biology 1 Credit from IPC, Chem., Physics 2 Credits from W. Geo., W. Hist., US. Hist</p>	<p>Requirements for Senior Classification 2008 – 2009 / 2009-2010</p> <p>Credits: 17+</p> <p>Must meet 11th grade requirements before being classified as a 12th grader.</p>
<p>Entering Freshmen 2007 – 2008 and beyond</p> <p>26 Credits to graduate</p>	<p>Requirements for Sophomore Classification 2008-2009</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>Requirements for Junior Classification 2009-2010</p> <p>Credits: 12 – 18.5</p> <p>Courses: English I & II Algebra I & Geometry Biology 1 Credit from IPC, Chem., Physics 2 Credits from W. Geo., W. Hist., US. Hist</p>	<p>Requirements for Senior Classification 2010-2011</p> <p>Credits: 19+</p> <p>Must meet 11th grade requirements before being classified as a 12th grader.</p>

Students graduating under TAKS

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.

A summer program will be offered in TAKS remediation for students who fail any portion of the exit level TAKS test.

Students graduating under STAAR

Beginning in 2011-2012 and thereafter, under House Bill 3, students entering in the 9th 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 not affect whether the student receives 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 not 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.

Final rank in the senior class will be computed at the end of the 5th six weeks of the student's senior year.

Credit will be denied (NG) on the 4th unexcused absence. 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.

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).

Graduation Requirements

See High School Course Planning Guide for graduation plans.

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. See board policy for Home Schooled or Non-Accredited Schools section.

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.

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 Lone Star College System 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.

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.

N. SENIOR GRADUATION LISTS

Names of graduating seniors who have open records may be given to the following upon requests:

- Two year and four year colleges and universities, accredited trade and business schools.
- Military services.
- 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.

O. GRADUATION INFORMATION

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.

Class Rank

Senior class rank will be determined by adding all grade points earned from the 9th grade through the **last day of the 5th 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.

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.

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.

P. 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.

Q. 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.

R. FIELD TRIPS

- Field trips must be of an educational nature.
- Requests must originate with the building principal and be approved by the area superintendent.
- 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.
- 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.

- 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.
- Every child needs written parental permission before going on a trip.
- An approved list of field trips is maintained by the area superintendent.
- 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.
- Field trips are not to be extended beyond 100 miles from Aldine ISD.
- Children not enrolled in the class/grade/school may not ride the bus.
- Adults chosen to serve as sponsors in a supervisory capacity may ride the school bus.
- 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.
- Campuses must provide transportation for all students eligible to go on field trips, ie wheelchair bus.
- 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.
- Any parent or adult who volunteers regularly with students must have a criminal background check.
- Parents who volunteer as chaperones on field trips must go through the Raptor system before going on a field trip.

**Refer to end of section II for guidelines and regulations governing field trips.*

S. PHYSICAL EDUCATION/WELLNESS PARTICIPATION

All students shall be required to participate in physical education except:

Students enrolled in two or three hour CTE courses, marching band, athletics, and JROTC.

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.

Students with medical limitations will be provided additional services through the adaptive wellness program if determined through an ARD. Students will not substitute state credit for PE through another elective.

T. TESTING PROGRAM

Iowa Test of Educational Development (ITED)

Administered in the fall to all Limited English Proficient (LEP) students in grades 9-12

Texas Assessment of Knowledge and Skills (TAKS)

Administered in the spring to students in grades 10-11

State of Texas Assessments of Academic Readiness (STAAR)

Administered in the spring to first-time ninth graders

Texas English Language Proficiency Assessment System (TELPAS)

Administered in the spring to all Limited English Proficient (LEP) students in grades 9-12

Testing programs for students receiving special education services

See Section 23, VII of administrative policy – Participation in State and Local Assessments A-J

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 11th 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.

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.

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.

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.

U. STUDENT ORGANIZATIONAL CLUB DUES

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.

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.

All club dues are to be deposited into the school agency account.

V. EXTRACURRICULAR SCHOOL ACTIVITIES AND ORGANIZATIONS

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/UIL Side by Side.

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.

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.

Extracurricular/Co Curricular Field Trip Policies

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.

Overnight Trips

Refer to section ten for more information on travel.

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.

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.

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.

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.

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

Under Class Favorites

Mr. and Miss
 Most Beautiful (girl)
 Most Handsome (boy)
 Best All-Around
 Friendliest
 Most Popular
 Best Dressed

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.

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.

Policies Governing Cheerleaders

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 16th, 17th, and 18th composite scores drop greater than five points from the 15th composite score, the school MAY have the option to choose 15 Varsity cheerleaders.

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.

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.

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 separate from 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 fifteen (15) members, if the tryout participation is low, AND the bottom composite scores have a gap of greater than five (5) points from the 15th 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.

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.

Summer Camp

1. Attendance at an AISD sponsored middle school summer camp is desirable 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 encouraged to attend summer camp. All fees associated with participation in summer camp are the responsibility of the individual cheerleader.

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 awards 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	1

(Region)	
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.

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/emblems 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.

W. 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.

X. SALESPEOPLE, AGENTS, FUNDRAISING, ETC.

Access to schools will be limited to:

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

Y. LIBRARY FINES: GRADES 9-12

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.

All students enrolled in Aldine ISD are responsible for paying the replacement cost of lost or damaged library materials in a timely manner.

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.

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.

Z. 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.

AA. FEES, MEMBERSHIPS, AND PER DIEM AT DISTRICT EVENTS

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.

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.

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.

AB. 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 (18th) 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, 9th 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.

AC. GENERAL EDUCATION HOMEBOUND PROCEDURES (GEH)

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.

Steps for General Education Homebound Consideration

1. Parent lets nurse know that the student is ill/had surgery/severe injury etc. and the 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 Report (MER).
Form---GH # 1.
2. Nurse gives the parent a copy of the Medical Evaluation Report (MER) Form GH #1 if the parent states the doctor has indicated the student will be out for a minimum of 4 consecutive weeks (from the date the doctor will complete the form).
3. Nurse lets the campus EIT coordinator know of the student and that the form was given to the parent for the doctor to complete ---meeting needed when the form is returned.
4. When the form is returned, EIT Coordinator needs to hold a General Education Homebound meeting with an administrator, a general education teacher of the student, EIT Coordinator, nurse and parent. Use the Form GH #2 for the meeting. The meeting should be expedited.
5. Immediately after the meeting, the EIT coordinator or nurse contacts Homebound Services (extension 6183)
6. 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. Keep the originals on the home campus.
7. Send the folder with the copies of the documents to Homebound Services within 2 days of the General Education Homebound meeting.

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.

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.

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.

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.

Testing

1. The homebound teacher will administer state assessments to eligible students.

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.

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.

AD. 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.

AE. OVERAGE TUITION

Students who are classified as a senior and who experience their 21st 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 21st 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 22nd year, unless the student has graduated with a regular diploma.

AF. 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:

1. 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.
2. 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.
3. 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.
4. Parent club money is not to be spent on:
 - a. Any item or activity not approved by the principal.
 - b. Salary or bonus money for sponsors or coaches.
 - c. Gifts exceeding a total of \$200.00 per year for a sponsor or a coach.
 - d. A "petty cash" fund for miscellaneous use.
5. Financial statements must be made available to the general membership of the club at regularly scheduled meetings.
6. 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.

AG. SPECIAL PROGRAMS

1. **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.
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. 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.
3. **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.

4. **VISA Program:** VISA (Volunteers In Schools in Aldine) is a program designed to involve parents in school.
5. **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.
6. **Honors Program (Secondary):** For the above average student who will be challenged and who is willing to work hard to achieve his/her objective.
7. **Advanced Placement Courses:** These courses are offered for students who wish to pursue college level studies while in high school.
8. **Dual Credit:** These courses are offered for students through Lone Star College for students to earn college credit in high school.
9. **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.

AH. TRANSITIONAL INFORMATION FROM MIDDLE SCHOOL TO 9th 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.

AI. TRANSITIONAL INFORMATION FROM 9TH GRADE CAMPUS TO HIGH SCHOOL

- A. Final 9th 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.

AJ. STUDENT TRANSFER

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

AK. 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.

AL. 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.

Students receiving all A's and 3 or more B's will be placed on the Merit Roll.

AM. ACADEMIC ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Six Weeks Grading Periods - Fall Semester 2011-2012

Monday, August 22	First Day of Class – All students must have been <u>promoted</u> from previous grade level to be eligible for competition.
Friday, September 30	End of first six weeks grading period of school year; eligibility checked for all students.
Friday, October 7	<ol style="list-style-type: none">1. Students not passing all classes as of 09/30/11 become ineligible for competition at the end of the school day.2. Students not eligible for competition at the beginning of the school year and passed all classes as of 09/30/11 become eligible for competition at the end of the school day.
Monday, October 24	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
Monday, October 31	Suspended students regain eligibility if passing all classes at the end of the three week evaluation period, 10/24/11 .
Friday, November 4	End of six weeks grading period; eligibility checked for all students
Friday, November 11	<ol style="list-style-type: none">1. Students not passing all classes as of 11/04/11 become ineligible for competition at the end of the school day.2. Suspended students regain eligibility if passing all classes as of 11/04/11.
Friday, December 2	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
Friday, December 9	Suspended students regain eligibility if passing all classes at the end of the three week evaluation period, 12/02/11.
Friday, December 16	End of six weeks grading period; eligibility checked for all students
December 16-January 2	All students are eligible beginning the end of the school day 12/16/11 through 01/02/12.
Tuesday, January 10	<ol style="list-style-type: none">1. Students not passing all classes as of 12/16/11 become ineligible for competition the end of the school day.2. Suspended students regain eligibility if passing all classes as of 12/16/11.

Six Weeks Grading Periods - Spring Semester 2011-2012

Monday, January 23	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
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Monday, January 30	Suspended students regain eligibility if passing all classes at the end of the three week evaluation period, 01/23/12.
Friday, February 17	End of six weeks grading period; eligibility checked for all students.
Friday, February 24	<ol style="list-style-type: none"> 1. Students not passing all classes as of 02/17/12 become ineligible for competition at the same time as the end of the school day. 2. Suspended students regain eligibility if passing all classes as of 02/17/12.
Friday, March 9	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
March 9-17	All students are eligible beginning the end of the school day 03/09/12 through 03/17/12.
Monday, March 26	Suspended students regain eligibility at the same time as the end of the school day if passing all classes at the end of the three week evaluation period, 03/09/12.
Friday, April 13	End of six weeks grading period; eligibility checked for all students.
Friday, April 20	<ol style="list-style-type: none"> 1. Students not passing all classes as of 04/13/12 become ineligible for competition at the same time as the end of the school day. 2. Suspended students regain eligibility if passing all classes as of 04/13/12.
Friday, May 4	End of three week evaluation period; grades checked only on students not passing all classes at the end of the previous six weeks grading period.
Friday, May 18	Suspended students regain eligibility the end of the school day if passing all classes at the end of the three week evaluation period, 05/04/12.
Friday, June 1	End of school year, all students are eligible during summer

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.

GUIDELINES AND REGULATIONS GOVERNING FIELD TRIPS

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 5th of the month prior to the month the trip is scheduled. *Approved requests should then be submitted to the field trip office by the 15th 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.

SECTION III GENERAL INFORMATION

I. ADMINISTRATIVE PROCEDURES

All teachers are responsible for closing their windows, turning off the lights, and locking the door when leaving their room. All rooms should be left neat and orderly.

Teachers required to leave the school campus during the school day, by virtue of the nature of the school activity being performed, must notify the building principal or their designee, and must sign out on the special register in the office of the principal before leaving.

Schedule: Each teacher will follow his/her schedule as assigned.

Each teacher has a mailbox. Teachers are to check this box at least three (3) times a day. It is suggested that this be done in the morning when signing in, at noon, or conference period, and when signing out. (See inter-school mail policy).

Class Change - All teachers will be stationed at the door of their respective classrooms as students change classes and as students enter and leave the building. Each and every teacher will be responsible for student conduct in the halls in the immediate area of their duty station at all times.

Teachers who need special consideration for leaving the campus before the sign out time should write a brief explanation to the principal in advance.

II. REGULAR DUTY AND SPECIAL ASSIGNMENTS

A. Teacher/Paraprofessionals Absence Procedures

AESOP (Automated Educational Substitute Operator) is the automated service used for recording absences and finding substitutes.

The AESOP service will be available to you 24 hours a day, seven days a week. You may interact with the system either on the Internet at <http://www.aesoponline.com>, or by way of a toll-free automated phone line. Once you are logged in the system, you will be given prompts for the various menu choices. **Paraprofessional/clerical staff should check with the building principal about substitute eligibility.**

When you access the AESOP system over the phone for the first time, it is very important that you record your name and assignment for substitutes to hear. Please keep in mind that only your name and assignment should be recorded, (e.g. John Doe, 3rd Grade) as AESOP will play this recording to potential substitutes for all future absences you register. You will not be asked to record this information each time you register an absence.

III. TEACHERS' LOUNGE AND WORKROOM

Each teacher using the lounge will be responsible for seeing that it is kept neat and orderly at all times. This includes placing bottles, paper, and other litter in the receptacles provided.

The purpose of the general workroom is to provide teachers with adequate facilities for planning and preparation for classroom instruction.

IV. INTER-SCHOOL MAIL POLICY

The intended purpose of the school district's internal mail system is to facilitate the communication of official business. The system may be used by organizations that engage in activities of interest and educational relevance to students. Such organizations must contact the Superintendent or his designated representative prior to distributing material through the system. Organizations, which fail to do, so will lose this privilege. Material which promotes illegal activity, immoral conduct, or which is libelous or slanderous is inappropriate.

and will not be allowed. Organizations, which distribute such inappropriate material on school district property, will lose this privilege.

Organizations that are concerned with the terms and conditions of professional, paraprofessional, or service and support staff employment may have written material made available to employees of the school district by delivering such material to the principal of the school or the supervisor of the building. Such material will be placed by school district employees in the appropriate lounges. Organizations, which fail to follow this procedure, will lose this privilege. Material which promotes illegal activity, immoral conduct, or which is libelous or slanderous is inappropriate and will not be allowed. Organizations, which distribute such inappropriate material on school district property, will lose this privilege.

It is never acceptable to send cash, checks, or money orders in school mail.

V. STAFF DEVELOPMENT

The staff development meetings will be attended by all faculty members. Meetings will be held when deemed necessary. Efforts will be made to notify all teachers in advance when possible to do so. In any case, teachers are expected to be present. Teachers will be required to attend a make-up session for any district staff development days that are missed.

VI. TEACHER/PARAPROFESSIONAL ATTIRE OR DRESS

The educational environment, by Aldine standards, should reflect a more formal setting, and the type of apparel worn by faculty and staff should reflect that fact. Teachers are expected to set a good example for their students and should not allow themselves to become careless in their grooming and attire. Clothing that is obviously inappropriate for school activities must not be worn and the decision of the principal will determine the appropriateness of dress appearance.

- A. It is permissible for women teachers to wear dress pants or cropped dress pants (2-3" above ankle). This does not include jeans or pants made of faded or recycled denim. Capri pants are not acceptable. Cargo pants are not acceptable. Dress shoes will be worn at all times. Casual sandals such as flip flops, rubber cros, or house slippers are not acceptable. Split toe shoes are not acceptable. The wearing of hose is optional. The length of skirts, split skirts, and dresses must approach the knee, and allow one to walk, stoop, kneel and sit with modesty. Low cut clothing is not permitted. No cleavage should be visible. Clothing should fit appropriately and should not be too loose or too tight. Clothing should be neatly ironed.
- B. Men are to wear dress pants, dress shirts, and ties during the school day. Cargo pants and baggy pants are not acceptable. Beards are permitted and side burns are not to extend below the lobe of the ear, nor are they to be flared. Beard and mustaches must be neatly trimmed. Teachers without beards should be clean shaved daily. Hair must be well groomed and of moderate length. The hair may not extend below the collar. Hair fasteners of any kind may not be worn. Dress shoes will be worn at all times. Clothing should be neatly ironed.
- C. In keeping with professional decorum, earrings may be worn by female employees only, and ears are the only exposed areas of the body on which pierced jewelry may be worn.
- D. PE teachers must wear clothes to school that are appropriate for teaching physical education. Adaptive PE teachers must adhere to the Aldine PE dress code.
- E. Coaches are to be in professional dress while teaching in the classroom.
- F. Several times a year, schools sponsor special days that require unusual dress, such as "Go Texan" and "50's Day". Student participation in such activities should be limited to a reasonable number. Individual teachers may be approved for dress code deviation if it is for a curriculum related activity, such as "Cultural Day" in the foreign language department.

- G. Individual campuses may select one day per week as a school spirit day. On that spirit day the staff may deviate from the Aldine Dress Code. It will be permissible to wear jeans, tennis shoes and approved collared shirts, which must have school colors and contain a school logo. Collarless t-shirts are not permitted with spirit attire. Men must wear spirit shirts tucked in. Jeans should not be unduly faded. Jeans cannot be ripped or frayed. Pins and other accessories cannot be substituted for the school logo. If you choose not to participate in school spirit day, regular school attire must be worn.
- H. Teachers who have lab or art classes must wear professional dress, but may wear a protective coat or smock. Teachers who have vocational/career classes should dress appropriately and safely for their lab class. This does not include the wearing of jeans. Khaki pants or work pants are appropriate.

VII. CLASS INTERRUPTIONS

- A. Interruptions of class non-academic activities are to be severely limited. Use of the intercom for other than emergency announcements is limited to one time per school day. Teachers and administrators are to avoid class interruptions wherever possible. The privilege of planning activities that take students from other teachers' classes is to be tightly controlled by the principal.
- B. Any teacher desiring to take students from class for any activity must arrange through the principal's office for such absence in advance, so that other teachers affected may plan their work, arrange for students to make up work, and properly account for the student's absence.
- C. Teachers are not to use class time to talk with salesmen, parents, or other non-school persons. If it becomes necessary for a teacher to have a conference during his/her class time, the authorization will come through the office and necessary arrangements will be made.

VIII. PARKING

A parking lot has been provided for faculty and staff. All personnel are to park in the designated area.

IX. ROOM CARE

Each teacher has a certain amount of responsibility with regard to care of the classroom.

Keep paper off the floor and the desks away from the walls. Initiate classroom discussion of potential student involvement in helping keep halls, rooms, and the entire building clean.

- A. Things that should not be in classrooms:
 - 1. No personal tables or chairs unless approved by the assistant principal or principal.
 - 2. No coffee pots, personal refrigerators or microwaves unless approved by the assistant principal or principal
 - 3. Nothing is to be taped on walls or blackboards. No posters or signs should be stapled or thumb-tacked to the walls or other painted or varnished areas. (Materials should be attached to walls with rubber adhesive substances.)
 - 4. All bulletin boards should be in use with pertinent materials that pertain to the subject being taught.
 - 5. The fire code will be strictly enforced.

- B. Repair

The need for repairs or maintenance to the room, furniture, or equipment should be reported to the assistant principal or principal using the work order system.

- C. Keys
Extreme caution should be taken at all times to prevent loss of keys. The teacher should not lend a student a school key. In the event a key is lost, the assistant principal or principal should be notified immediately, and the teacher will be charged a fee (\$2.00) to replace the lost key.
- D. Inventory
Each teacher will be responsible for an inventory of his/her assigned room in the fall and spring under the supervision of the assistant principal or principal.
- E. Cell Phones
Cell phones should not be visible. Cell phones are not to be used in public areas during the school day. Exceptions must be approved by the principal. Teachers should not wear cell phones or accessories such as a Bluetooth, ear pieces, or headphones.

X. FIRE AND EMERGENCY (STORM) DRILL INSTRUCTIONS

A diagram of escape routes for fire drills must be posted near the door on the wall opposite the door hinges in every classroom. The applicable fire code will be strictly enforced.

- A. Rules to follow:
1. Keep calm.
 2. Students should rise and leave the room, single file by rows in a timely manner.
 3. Teachers should be the last to leave the room and follow the students so that they can observe the procedure and the conduct of the students.
 4. Teachers are required to turn off the lights in their rooms and close the doors.
 5. **TEACHERS MUST TAKE THEIR GRADE BOOKS WITH THEM AND CHECK ROLL TO SEE THAT ALL STUDENTS HAVE EXITED THE BUILDING.**
 6. All persons, including visitors, should leave the building during the fire drill.
 7. After teachers have reached a safe distance from the building, stop at the bell's signal and remain at this position until they hear two bells signaling that it is safe to enter the building.
- B. Emergency Drill
In case of a tornado or hurricane warning, the following procedure will be followed:
1. Warning--rapid ring of the bell--six or eight rapid rings repeated several times.
 2. Students nearest the windows will close windows leaving several open at least half way.
 3. Students will rise and walk to the wall opposite the windows.
 4. Students will line up against the wall of their own classroom, or according to instructions provided for that particular classroom. It may be necessary to line up double or triple to accommodate all students.
 5. At the direction of the teachers, the students will be seated in a comfortable position on the floor.
 6. Students will not talk, play or scuffle during the drill.
 7. Return to class--2 bells--the same as in a fire drill.

All other emergency procedures are addressed in the District's Emergency Operations Plan.

XI. MEDICATION AND CLINIC POLICIES

A. Clinic

Points to remember regarding the clinic:

1. The clinic is available for students and staff in need of help while at school requiring assistance during the school day.
2. Students will be admitted to the clinic ONLY in an emergency or when sent to the clinic by the teacher. Approval by the school nurse must be given before any ill student is excused to go home. If it is necessary for a student to go home, the nurse will inform the parent and the student will be released from school by signing out through the office. If the procedure is not followed and the student leaves without properly checking out, the student will be given an unexcused absence for classes missed.
3. Students admitted to the clinic should have a pass from their teacher unless it is an emergency. Students coming in between classes will be asked to obtain a pass from their next teacher so they will not be counted absent.

B. Medication

1. No stock over-the-counter medication is kept in the clinic for distribution to students or staff.
2. Students requiring medication during schools hours must bring their medication to the clinic where it is to remain. Exceptions (*refer to student/parent handbook*) to this are made for specific medications with parent and physician consent and may be discussed with the nurse.
3. All medication must be in the original prescription or non-prescription container and accompanied by a note from the parent and/or physician as indicated.
4. Medication should not be carried on the bus and must be returned to an adult upon completion.
5. Medication may be dispensed by the teacher in special circumstances, i.e., field trip. Arrangements should be made with the nurse in advance to discuss related policies and procedures.

XII. DEFINITION OF EXTRACURRICULAR ACTIVITY

A. An extracurricular activity is an activity sponsored by the University Interscholastic League (UIL), the school district board of trustees, or an organization sanctioned by resolution of the board of trustees. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to, public performances, contests, demonstrations, displays, and club activities, with the exception of public performances specified in paragraph 2 of this subsection.

1. In addition, an activity shall be subject to the provisions for an extracurricular activity if any one of the following criteria apply:
 - a. the activity is competitive;
 - b. the activity is held in conjunction with another activity that is considered to be extracurricular;
 - c. the activity is held off campus, except in a case in which adequate facilities do not exist on campus;
 - d. the general public is invited; or
 - e. an admission is charged.
2. A student ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance subject to the following requirements and limitations:
 - a. Only the criterion listed in paragraph 1D of this subsection applies to the performance.
 - b. The requirement for student participation in public is stated in the essential knowledge and skills of the course.

The above is from 19 TAC §76.1001, Subchapter AA.

XIII. GRADING OF EXTRACURRICULAR ACTIVITIES

- A. The teacher of a class is responsible for assessing students for promotion based only on “academic achievement or demonstrated proficiency of the subject matter of the course or grade level” (TEC §28.021). If a student is enrolled in a class in which participation in extracurricular activities is a reasonable expectation of the class, the teacher may consider the student’s participation in the extracurricular activity when assigning the grade for the grading period during which the extracurricular activity occurred. A student may not be failed in a class solely on participation in the extracurricular activity component of the class.

XIV. EMPLOYEE SPONSORED TOURS/TRIPS

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.

Employees taking students on school or district sponsored trips should 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

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.

Chaperone Signature

Date

Sponsor Signature

Date

Campus Administrator Signature

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

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



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: _____

XV. STUDENT LOCKERS / TOTE TRAYS

Students may be assigned a locker or tote tray for their convenience in storing books and personal belongings.

XVI. VISITORS

- A. Parents wishing to discuss problems with teachers should make an appointment with the teacher through the school secretary for a conference during the teacher's conference period. Teachers cannot take time away from their students to visit with the parents during class. Parents wishing to visit a particular class should make arrangements with the teacher **at least one day** in advance.
- B. All visitors must have prior approval of admission on campus before visiting classes.
- C. Parents and visitors must go through the Raptor system before visiting classrooms.
- D. We do not permit students to bring visitors or friends to school.
- E. Persons who come onto our campus and cause a disturbance will be prosecuted.

XVII. CONFISCATION OF STUDENT PROPERTY

Any property that a teacher takes from a student should be clearly marked with the student's name and turned into an administrative office as outlined in the campus process.

XVIII. 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 superintendent and your area 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
 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.

SECTION IV RECORD KEEPING PROCEDURES

I. STUDENT ATTENDANCE ACCOUNTING

A. Importance of Pupil Attendance

Teachers have a legal and professional responsibility to maintain accurate, current daily attendance records. It is highly important that you discharge this responsibility efficiently, since these records serve as the basis for computing average daily attendance figures on which state funds are distributed.

B. Record pupil absences in the following manner:

Attendance is taken on-line. Directions are provided by Student Services.

C. Time of official attendance:

The official attendance will be taken at a specific time during the second instructional hour of the day for secondary schools and 9:30 a.m. for elementary classes.

D. Medical appointments at official attendance time:

For Foundation School Program attendance purposes, a student shall be counted present for temporary absence resulting from health care professionals if that student commences classes or returns to school on the same day of the appointment. The student must submit a written note from the health care professional. A student whose absence is excused under this reason may not be penalized for that absence and shall be counted as if the student were present.

II. GRADE BOOKS

Adequate grades and evaluations should be maintained on students at all times. These grades should be kept in the official grade book provided by the school, weighted according to district policy and should be recorded according to each campus policy, showing what work each grade is for and the due date for each graded assignment. Each teacher should record weekly evaluations on each student. All teachers with students with disabilities must document the accommodations/modifications for each assignment/test for students with disabilities in the grade book. Signed paper copies of grade books must be kept for a mandatory one-year period by the campus as required in *Local Schedule SD*, Texas State Library and Archives Commission. Teachers recording grades electronically must follow these same guidelines.

Teachers are expected to enter grades into the district's electronic gradebook based on the following timeline:

- Daily Grades/Homework Grades/Major Grades scanned into the district's curriculum management system must be entered within 3 instructional days.
- Daily Grade/Homework Grades not scanned into the district's curriculum management system must be entered within 3 instructional days.
- Major Grades not scanned into the district's curriculum management system must be entered within 10 calendar days.

Per Senate Bill 1, Section 26.004 (Access to Student Records), a parent is entitled access to all written records of a school district concerning the parent's child, including:

1. attendance records
2. test scores
3. grades
4. disciplinary records
5. counseling records
6. psychological records
7. applications for admission
8. health and immunization information

9. teacher and counselor evaluations
10. reports of behavioral patterns.

III. DAILY/WEEKLY LESSON PLANS

- A. Planning of daily lessons will be required of each teacher regardless of the course taught.
- B. Teachers in life skills and autism classes must write weekly lesson plans. However, the district's curriculum management system may not be appropriate for the programs.
- C. Plans should be made with all teachers in a given department working together cooperatively for each subject taught within the department so that:
 1. Teachers teaching the same subject will be covering the same skills. Each will use his own instructional techniques and procedures in presenting the same information.
 2. Each teacher will benefit from the collaboration with other members of the department as to the most effective instructional strategies to be utilized.
 3. Students in all classrooms will benefit from the collaborative planning of all teachers within a department.
 4. Teachers will be able to cooperatively evaluate the results and accomplishments of students in a given grade level or department.
 5. All weekly lesson plans must be entered on the district's curriculum management system.
 6. The district's curriculum management system lesson plans will be monitored (electronically or hard copy) by the assigned administrator.
- D. All instructional videos used in the classroom must be included in the daily plans and approved by the curriculum assistant principal or designee.
- E. All guest speakers must be approved by the principal and placed on the activity calendar at least one week in advance.
- F. Individual plans for daily lessons will be completed by each teacher at least one week in advance.
- G. The supervisor and the principal will review plans. **THE LESSON PLANS WILL BE READILY AVAILABLE FOR USE BY A SUBSTITUTE IN THE EVENT THE TEACHER IS ABSENT FOR ANY CAUSE.**
- H. Lesson plans will be readily available on the district's curriculum management system.
- I. A substitute folder with copies of accommodations/schedule of services page for any student with disabilities in the class must be available for each substitute teacher.

IV. TEXTBOOKS

- A. Teacher - General Responsibilities
 - keep an accurate record of all textbooks received and issued to students. (TEC 12.65b)
 - keep a record of the accession number (textbook number stamped on the inside cover) for all books issued to each pupil.
 - ensures that all textbooks are covered at all times. (TEC 12.65b)
 - conducts periodic textbook inspections as required by the principal.
 - notify the parent when first becoming aware of a textbook that is lost, destroyed or damaged. An unclear slip should be turned in to the textbook custodian on each lost book.
 - return all surplus textbooks to the bookroom. Surplus textbooks are defined as any extra textbooks in the classroom.
 - return all textbooks to the bookroom at the end of the year or the end of the course, for purposes of inventory.
 - check the textbook number and condition of the textbooks as they are returned by the students.

B. Student/Parent or Guardian - General Responsibilities

- keep textbooks covered at all times. (TEC 12.65b)
- ensure proper use and care for all textbooks
- return textbooks at the close of school or the end of the course or at the time the pupil withdraws. (TEC 12.65b)
- reimburse the school for any lost, destroyed or damaged textbooks issued to that student
- enter his/her name inside the front cover of the textbook.

C. Textbook Fines

All textbooks issued to a school district by the state of Texas are the property of the state as provided by TEC 31.102 – Title and Custody. The board of trustees of a school district is the legal custodian of textbooks purchased by this chapter. Each textbook must be covered by the student under the direction of the teacher. A student must return all textbooks to the teacher at the end of the school year or when the student withdraws from school. Each student, or the student’s parent or guardian, is responsible for each textbook not returned by the student. A student who fails to return all textbooks forfeits the right to free textbooks until each textbook previously issued but not returned is paid for by the student, parent, or guardian. The district shall allow the student to use textbooks at school during each school day. (TEC 31.104 – Distribution and Handling).

Fines: The collection of fines for damaged textbooks is strictly local policy. Money collected for abused books in the form of fines is retained by the school. Assistant Principals in charge of textbooks should use the following recommended fine schedule:

Damages		% of Cost of Book
1. Torn pages		25%
2. Ink of pencil marks:	Minor	\$1.00/page
	Major	25%
3. Loose bindings (due to misuse)		50%
4. Missing pages		100%
5. Obscenities (drawn or written)		100%
6. Damages that prevent re-issuing book		100%

If a student pays for a book in full (100%), he/she is entitled to keep that book. The campus textbook custodian must write on the inside cover:

PROPERTY OF: _____ (<i>student's name</i>)
PAID FOR ON: _____ (<i>date</i>)
SCHOOL NAME: _____
SIGNATURE OF A.P. _____

V. **SCHOOL FUNDS**

In order to make any purchase involving school funds you must have a requisition or a purchase order.

- A. All school funds must be deposited with the principal's office. Aldine ISD pre-numbered receipts will be issued and books kept on each account. The money will be sent to the Business Office where books will also be kept and money will be deposited in the school depository bank. Handling accounts otherwise would be in violation of School Board Policy. ANY PROJECT, FUND RAISING CAMPAIGN, COLLECTING OF MONEYS OR DUES MUST BE APPROVED IN ADVANCE BY THE PRINCIPAL. IF A GROUP NEEDS TO DRAW ON ITS ACCOUNT, IT IS NECESSARY THAT A REQUEST BE SIGNED BY THE PRINCIPAL AT LEAST TWO (2) WEEKS BEFORE THE MONEY IS NEEDED SO THAT A CHECK MAY BE SECURED FROM THE BUSINESS OFFICE.

- B. Fund raising in school, with few exceptions (e.g., for approved school sponsored trips), should be for the purpose of improving the instructional program. All fundraisers need to be approved by the principal or his/her designee and turned in daily.
- C. Some expenditures require a requisition. It is necessary that the requisition have the vendor's name and address with an accurate description of materials or equipment, current catalog number and catalog page number. Refer to the Aldine ISD Financial Procedures Manual for specific guidance.
- D. NO PURCHASES ARE AUTHORIZED WITHOUT A PURCHASE ORDER. A PERSON WHO MAKES A PURCHASE IN THE NAME OF THE SCHOOL DISTRICT WITHOUT A PURCHASE ORDER WILL BE PERSONALLY LIABLE FOR THE PAYMENT.
- E. All purchases must be authorized by the school principal or appropriate person in advance. The staff member must provide the proper documentation (receipts) to the bookkeeper.
- F. Reimbursements cannot be made for tips or sales tax.

VI. 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.

MIDDLE SCHOOLS

- A. Library fines for late books.
- 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, Technology Education, Touch System Data Entry, Desktop Publishing, and Exploring Careers.

SENIOR HIGH SCHOOLS

- A. Library fines for late books.
- 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 such as Technology Education, Agricultural Science – Floral Design, Family and Consumer Science, Health Science Technology, 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.

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.

VII. ACTIVITY CALENDAR

An overall plan showing activities for the year (i.e., fund raising projects, special events, use of the cafeteria, and other important dates) will be kept on a master calendar available in the office. All teachers scheduling such events must check with the administrator who is in charge of the activity calendar.

VIII. ANNOUNCEMENTS

All announcements should be written or e-mailed and turned in to the principal the day before they are to be announced.

IX. BUDGETARY PROCESS

All teachers have the opportunity to have input in the development of their school budget within their grade level or subject area. The building principal will meet with the faculty to discuss the budgetary process and meeting grade level or department needs according to our site based decision-making plans.

X. CORRIDOR PASS

- A. No student should be in the halls without a corridor pass. This form is to be used every time a student leaves your room, except at the period change.
- B. This form MUST be filled out completely, and IN INK.
- C. Exception: Sickness or an emergency will not require a corridor pass.

Do not leave any corridor passes lying around on your desk and do not sign any in advance. Do not send students to pick up these passes for you when you run out. Additional passes are located in the attendance office, and the attendance clerk will give them to you.

SECTION V
ACADEMIC INFORMATION

Academic Organizational Plan

Objective 1— Aldine ISD will demonstrate sustained growth in student achievement.

Belief Statements

- Vision—Produce the nation’s best!
- Mission—We exist to prepare each student academically and socially to be a:
 - critical thinker
 - problem solver
 - responsible and productive citizen
- Core Beliefs & Commitments—
 1. We believe each student can learn at or above grade level and will have equal opportunity to do so.
We will provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence. We will allocate resources to ensure equity for each student to reach his/her full potential.
 2. We believe Aldine ISD can achieve higher levels of performance through clearly defined goals that set high expectations for student achievement.
We will eliminate the achievement gaps between and within student groups.
 3. We believe in the value of parents as the first and best teachers and that the community must actively participate in the development of all children.
We will improve educational outcomes for our students by garnering support from parents, grandparents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, medical and social service agencies, along with the district leaders, staff and students.
 4. We believe in the value of each employee, in his/her personal and professional growth, and in empowering each one to be accountable to make decisions aligned with the vision of the school district.
We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement.
 5. We believe all environments should be supportive, safe, and secure.
We will ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance.

Establish Belief System

**Set Expectations
(Professional Development)**

- Set high expectations/grade level and beyond: 100% of students receiving high school diplomas.
- Align expectations to district, vertical, campus, and grade level objectives and goals.
- Focus on academic achievement, mastery of academic skill, and application of academic skills.

**Define Learning
Identify Skills
(Professional Development)**

- Identify the critical sets of knowledge and skills required for student success.
 - What must be taught this year?
 - What must students master to be successful next year?
- Align Benchmark Targets to Texas Essential Knowledge and Skills (TEKS)
- Develop campus academic calendars based on Benchmark Targets
- Communicate objectives and goals with parents and community
- Communicate student progress
- Provide staff development for parents on academic expectations

**Identify Strategies
(Professional Development)**

- Use Best Practices to guide instructional strategies
- Introduce and implement a variety of general instructional strategies across subject areas and grade levels including
 - Word Walls
 - KWL
 - Automaticity
 - Flexible Grouping
 - Cooperative Learning
 - Manipulatives
 - Verbal/Visual Word Association
 - Summarization
 - Problem Solving
 - Writing
 - Modeling
 - Sentence Expansion
 - Text-dependent Reading
 - Higher Order Thinking Skills
 - Graphic Organizers

**Assess
(Professional Development)**

- Assess skills formally and informally
- Common assessments
- Disaggregate and analyze data

**Monitor/Adjust/Intervene
(Professional Development)**

- Instructional content
- Instructional strategies
- Progress/student growth
- Time on task
- Instructional Cycle
 - Written
 - Taught
 - Tested
- Provide additional support (extended day, week, year)
- Develop individual intervention plans
- Adjust when learning stops
- Adjust pace and methodology
- Adjust schedule/placement of students
- Make data-driven decisions

Professional development aligns all components of the plan to the district and campus objectives and goals.

I. SUBSTITUTE TEACHER

Substitute teaching is an important educational component in our schools. Schools; therefore, have procedures in place for ensuring that substitute teachers can have a positive impact on the quality of instruction provided while the classroom teacher is away. Each campus has designated procedures for creating and maintaining a substitute teacher plan folder. As a result, each campus dictates the requirements of this plan which includes lesson plans, seating charts, specific instructions, etc. Additionally, each campus will designate an administrator to oversee and support substitute teachers who are assigned to their building.

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 9th 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.

III. SPECIAL EDUCATION

Consideration of a student's need is initiated by contacting the campus level Early Intervention Team (EIT). A referral may be made by the regular classroom teacher, parent or guardian, community agencies, physician, other school personnel, groups, organizations, or other appropriate individuals. Universal screening data will also determine students that need to go into interventions through Response to Intervention (RtI).

EIT should convene to discuss the student and to develop research based-peer reviewed interventions for the teacher to try with the student. It may be recommended that the student receive additional support in the classroom or with an intervention teacher that assists students that are in TIER 2 or TIER 3 interventions, see

the counselor, a behavior intervention plan may be developed and implemented etc. Verbal and written communication with the parent is initiated by appropriate school personnel and should result in sharing the recommendations EIT recommended to alleviate the problem including which intervention the student will participate. The parent should also be provided with recommendations of how they can assist their child at home to assist with the problem the child is demonstrating at school. The results of this conference should be recorded on the forms provided by EIT as determined by the building principal.

If, after progress monitoring the student for the number of times determined by EIT, data from progress monitoring, along with these recommendations and interventions show minimal or no results, then EIT meets to determine if another intervention is needed, the intervention needs to be conducted more frequently or with more intensity and an additional contact is made. At this time, the student's progress is discussed. Further recommendations are formulated. When ever a parent or guardian requests testing or special education, Prior Written Notice/Notice of Decision must be completed and shared with the parent. This occurs whether the school determines based on all of the data the student should be referred for special education or the school determines based on all of the data a referral to special education is not warranted at that time. There must be a minimum of two parent contacts concerning the educational problem except in the following situations: referral by the parent or agency, non-enrolled early childhood, deaf, or visually handicapped. 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 Decision (Refusal) indicating the school will refer the student for an evaluation at parent/agency request based on the data OR complete the Prior Written Notice/Notice of Decision (Refusal) explaining why the school will not refer the student for an evaluation for special education at this time. The parent should also be given a copy of Procedural Safeguards if the school is refusing to evaluate the student.

Upon determination by the EIT that evaluation by special education is indicated, the referral process has begun. The teacher has three days to complete all portions of the referral packet and return it to the designated administrator. The assessment specialist has sixty calendar days from the date the school receives written consent for evaluation, signed by the student's parent or legal guardian, to complete the evaluation and write the full individual evaluation report (FIE). An Admission Review and Dismissal Committee (ARD) must meet to discuss the full individual evaluation report within 30 school days of the date the FIE report is written.

No child can be placed in special education without ARD committee approval and written parent consent for placement. No significant special education change can be made without ARD committee approval.

General education teachers and special education teachers are required to implement all accommodations and modifications agreed upon by the ARD committee. Failure to do so may result in monetary damages through legal action against the teacher by the legal guardian. Accommodations/modifications should be documented for each assignment in IGPro.

Once the referral process has begun, the teacher has five (5) days to complete all portions of the packet and to return it to the designated administrator. The Diagnostician has sixty calendar days from the date the school receives written consent from the parent or legal guardian to complete the evaluation.

A. 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.

B. 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 a retention in PEIMS data, which affects the schools report card.

Technically, when a student receiving special education makes satisfactory progress on his/her IEP, that student is eligible for promotion. Difficulties arise when the teacher/administrator overlays the IEP with the district requirements. 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 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 grade in Math will be awarded by the general education teacher based on TEKS and IEP progress and the Language Arts grade 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 follows the same guidelines as for all students as long as the ARD/IEP was followed.

3. If the student with disabilities is in general education classes such as Math and/or Language Arts, or has only inclusion support, then the district policy applies as to promotion/placement of the student as long as the IEP has been followed.
4. 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.

C. Developing IEPs and Updating IEPs

Special Education teachers should utilize all available data on a student and the Texas Essential Knowledge and Skills (TEKS) or the TAKS-Alt Framework along with the vertical alignment to develop Individual Educational Plans (IEPs). IEPs should be appropriate, measurable and reasonably calculated to provide educational benefit for each student. Proposed IEPs should be submitted to the campus Assessment Specialists five school days prior to the scheduled ARD. Parents must be provided the opportunity to review proposed IEPs and have input into the development of the IEPs prior to the date of the ARD, if the parent wishes. IEPs must be updated each grading period indicating the student's progress and a copy sent home with the report card.

D. Use of Confinement, Restraint, Seclusion and Time-Out for a Student with Disabilities

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 in an emergency situation 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 portion of a student's body.
4. School personnel will attempt to contact the parent the day restraint occurs and written notification of the use of restraint must be placed in the school mail or otherwise provided to the parent within one school day (24 hours) of the use of restraint.
5. Any person called upon to use restraint must have previously had Texas Behavior Support Initiative (TBSI) 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.

IV. EDUCATIONAL ALTERNATIVES – INTERVENTIONS

Possible educational opportunities include, but are not limited to, the following:

- A. Remedial classes
- B. Title I
- C. Bilingual education
- D. English as a second language
- E. Vocational program option
- F. Regular education counseling
- G. Modification of instructional program such as:
 1. Subject placement, level or series
 2. Class and/or teacher changes
 3. Grade placement changes

V. LIBRARY MEDIA CENTER

The resources and services of the Library Media Center (LMC) are readily accessible to all district library patrons (students, teachers, and parents).

- A. The LMC houses a variety of print materials including:
 1. Fiction and nonfiction books
 2. Standard reference books, such as encyclopedias, almanacs, atlases, and other sources of information.
 3. Periodical literature consisting of magazines and newspapers.
- B. The LMC maintains an audio-visual collection consisting of:
 1. Videotapes, CDs, DVDs, book and audiocassette kits.
 2. Equipment such as overheads, cassette players, CD players, DVD players, listening centers with earphones, televisions, videocassette recorders, cameras, computers, printers, data projectors.
- C. The LMC provides numerous online resources to meet the information needs of library patrons.
- D. All library patrons, including teachers, are responsible for replacing lost or damaged library materials. This involves reimbursing the district for the replacement cost of the item.
- E. The Library Media Center provides educational opportunities for whole classes, small groups, and individual students. Included are:

1. Reference assistance, as needed, for individuals.
2. Reading guidance, as needed, for individuals.
3. Assistance with all types of audio-visual equipment.
4. Whole and small group instruction.
5. Library activities integrated into the curriculum.

F. The Information Literacy Specialist will plan and implement instruction in the Library Media Center. Teacher/ILS collaborative planning produces the most successful library learning experiences. Successful learning activities are based on:

1. Meaningful assignments, related to the curriculum and the student's personal interests.
2. Assignments based on student's ability, the time allotted, and the available resources.
3. Characterized by clear communication between the Information Literacy Specialist and the individual classroom teacher about:
 - the time, dates, class periods, and number of days available.
 - the number of students involved in the activity.
 - special requirements or limitations, such as the number of available print resources or student computers.
 - the learning objectives of the activity.
 - necessary prior preparation of students regarding the assignment and its objectives, the supplies needed, and behavioral expectations.

SECTION VI

CLASSROOM MANAGEMENT

Teachers expected to follow the district/building management plan. Most-management situations are handled by the classroom teacher. Only students who persist in disruptive behavior or commit a serious infraction are referred to the principal's office.

I. TIPS FOR EFFECTIVE CLASSROOM MANAGEMENT

Teachers should utilize a variety of management strategies to effectively address inappropriate behavior. Parent contact is the first step in distinguishing inappropriate classroom behavior. Teachers are expected to provide positive feedback to support appropriate student behavior. Below are suggested positive strategies to support appropriate classroom behavior.

1. Careful planning of class work. Planning for and teaching children at their own instructional level reduces frustration.
2. Establishing classroom procedures so students know expectations.
3. Expecting observance of school policies.
4. Being consistent in the application of school and class rules.
5. Monitoring the classroom continually.
6. Keeping students on task.
7. Giving clear directions.
8. Giving specific instructions to students.
9. Using a variety of teaching and classroom management strategies.
10. Speaking clearly and enthusiastically.
11. Reinforcing appropriate behavior.

II. SPECIAL ASSIGNMENT CLASS

The Special Assignments Class (SAC) is an alternative educational placement for students exhibiting inappropriate behavior. The objective is to maintain an educational relationship with the student and the school.

The student shall receive classroom work as practical from all classes. The student will not be counted absent.

Discipline hearings will be conducted by school administrators, at school, for placements exceeding 5 days.

III. ALDINE ISD FRAMEWORK FOR DISCIPLINE MANAGEMENT

Teachers are expected to following the Aldine ISD Framework for Discipline Management. Teachers are expected to implement the Campus Discipline Framework developed at each campus.

School Board Members:

- Enact and enforce policies which facilitate the establishment and maintenance of a positive and safe learning environment;
- Approve and support the district's Discipline Management Plan and Student Code of Conduct;
- Fulfill designated roles in due process and hearing procedures.

Administrators have the responsibility to:

- a. Ensure an effective instructional program for all students under their jurisdiction
- b. Develop guidelines for student discipline
- c. Attempt to solve school-related problems or conflicts of students, staff and parents
- d. Develop and maintain a plan to provide for the safety and welfare of both students and faculty
- e. Develop and maintain communication and rapport with students and staff to ensure a cooperative working relationship
- f. Develop a plan which results in the notification of parents regarding student progress in achievement and/or behavior
- g. Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan
- h. Exhibit an attitude of respect toward students, parents and citizens
- i. Promote effective training and discipline based upon fair and impartial treatment of all students
- j. Provide appropriate support for teachers in dealing with student discipline problems sent to the office
- k. Encourage parent communication with the school, including participation in required parent conferences
- l. Serve as an appropriate role model for the students in accordance with the standards of the profession
- m. Adhere to the procedures set forth in district policies and this plan

*For the purposes of this document, the term "parent" is used to designate a natural or adoptive parent, guardian, or a person legally acting in a parental relationship to a child, or a surrogate parent who has been appointed by the district to act on behalf of a child in accordance to Public Law 94-142.

Teachers have the responsibility to:

- a. Prepare and implement lesson plans and learning activities which provide an effective educational program for each student
- b. Maintain an orderly classroom atmosphere conducive to learning
- c. Deal with discipline problems reasonably and without provocation
- d. Notify parents of their child's progress and any significant changes in achievement and/or behavior
- e. Be knowledgeable about the campus discipline framework and implement the plan within classrooms, halls, cafeteria and grounds
- f. Be in regular attendance and on time, and be prepared to perform their duties with appropriate working materials
- g. Develop classroom management skills through:
 - (1) Advanced Academic Training (AAT)
 - (2) In-service compensatory activities
 - (3) Local in-service
- h. Teach students to strive toward self-discipline
- i. Serve as appropriate role models for their students, in accordance with the standards of the teaching profession
- j. Comply with district and school policies, rules, regulations and directives

The parents or guardians have the responsibility to:

- a. Establish and maintain in the home a positive attitude toward education
- b. Show an active interest in their child's school work, conduct and progress through regular communication with the school
- c. Bring to the attention of school authorities any problem/condition which affects their child
- d. Keep their child out of school when their child is obviously ill
- e. Provide their child with the necessary resources needed to complete classroom assignments
- f. Ensure that their child is appropriately dressed at school and at school sponsored activities
- g. Discuss report cards and work assignments with their child
- h. Confer with the teacher if their child receives an "F" in any academic subject or an unsatisfactory conduct grade
- i. Provide an appropriate place and time for study in the home

- j. Encourage proper study habits at home
- k. Ensure their child's compliance with school attendance requirements and provide reasons for their child's absence by written notes
- l. Provide up-to-date home, work and emergency telephone numbers and other pertinent information to the school
- m. Pay for any property damage caused by the student
- n. Participate in parent-school organizations
- o. Attend parent training workshops on a voluntary basis or when requested
- p. Become familiar with and discuss the Student Code of Conduct, the school rules and the classroom rules with their child
- q. Submit annually a signed statement indicating they understand the responsibilities outlined in this section

The student has the responsibility to:

- a. Pursue and attempt to master the academic requirements as established by the district and state
- b. Attend school daily and be on time to all classes, except when excused according to district guidelines
- c. Be prepared for each class by handing in appropriate materials and assignments
- d. Be properly attired in accordance with the district's standards
- e. Exhibit an attitude of respect toward individuals and property, and conduct oneself in a responsible manner
- f. Refrain from making profane, insulting, threatening or inflammatory remarks, engaging in disruptive conduct or cheating
- g. Seek help from school personnel when having school or personal problems
- h. Follow all rules established by the state, the district, the school and the teacher
- i. Exhibit responsible behavior in school and at all school sponsored activities
- j. Follow approved channels in an orderly and responsible manner when seeking changes in school policies and regulations

IV. CITATIONS (Tickets)

The Aldine ISD Police Department may write citations (tickets) for the following offenses:

- Assault by threat
- Assault by contact
- Criminal mischief
- Vulgar language
- Fighting
- Disruption of class *
- Disruption of transportation
- Failure to attend school
- Offensive gestures
- Public Intoxication
- Possession of alcoholic beverages
- Possession of tobacco, smoking or using tobacco products on or off school property
- Traffic violations
- Trespassing on school property
- Theft
- Reckless damage or destruction

*Procedure to be followed in issuing citations (tickets) for classroom disruptions.

- First Offense – Appropriate consequences and a parent conference (*by telephone or in person*) including notification of future actions, i.e. the citation (ticket) at the third offense
- Second Offense – Appropriate consequences and a parent conference with the police officer/counselor/teacher is required including notification of future actions, i.e. the citation (ticket) at the third offense
- Third Offense – Citation (ticket) will be issued based on Texas Penal Code 37.124.

V. PROCEDURES FOR REQUIRED PARENT-TEACHER CONFERENCES

1. One or more conferences during each school year will be required between a teacher and the parents of a student if the student is not maintaining passing grades or achieving the expected level of performance or presents some other problem to the teacher or in any other case the teacher considers necessary.
2. A teacher or other school employee shall attempt to conduct these conferences face-to-face, but where impractical, may conduct them by telephone. If these methods fail, the conference may be by letter. The district shall document its attempts to schedule and conduct required parental conferences.
3. Teachers or other school employees may request a conference with a student's parent(s) whenever the teacher or employee perceives the need for parental cooperation in enforcing the Student Code of Conduct.

VI. DISCIPLINE PROCEDURES - TEACHER REMOVAL OF A STUDENT FROM CLASS

A. REASONS FOR STUDENT REMOVAL

When the discipline management techniques employed by the teacher in Category I Consequences, Student Code of Conduct, are ineffective, a teacher may remove a pupil from class in order to maintain effective classroom discipline.

B. PROCEDURES FOR REMOVAL

A teacher may send a student to the principal's office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with the Student Code of Conduct adopted by Senate Bill 1.

1. A teacher may remove from class a student:
 - a. Who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or
 - b. Whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
 - c. If the teacher removes a student from class under Subsection (b), the principal may place the student into another appropriate classroom, into in-school suspension, or into an alternative education program as provided by Section 37.008. The principal may not return the student to that teacher's class without the teacher's consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activity.
 - d. A teacher shall remove from class and send to the principal for placement in an alternative education program or for expulsion, as appropriate, a student who engages in conduct described under Section 37.006 or 37.007 (those Category II and III offenses marked by an asterisk). The student may not be returned to that teacher's class without the teacher's consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available.

Students with disabilities cannot be removed in violation of specific IEP provisions for more than five (5) days without approval of the ARD Committee.

VII. TEMPORARY REMOVALS FOR OTHER REASONS

- A. Students may be removed from regular classes or district premises when the building administrator determines there is a compelling reason such as, but not limited to:
 - 1. Being highly agitated
 - 2. Suffering from any other condition that temporarily threatens the student's welfare, other individual's welfare or the efficient operation of the school.
- B. Any student removed from school for a reason shown above who is in a condition that threatens his own welfare or the welfare of others shall be released to the parent, the parent's representative or other proper authority, including, but not limited to, law enforcement officers and medical personnel. If the student is not released to the parent, the parent will be notified prior to removal or as soon as possible after removal.
- C. Students may be removed from regular classes or school premises pending a conference. A conference should be held within three (3) school days.
- D. Removal of a student with a disability for any of these reasons for which students may be temporarily removed from regular classes shall be used only in emergency situations and shall not exceed three (3) school days. Consecutive three-day removals are prohibited. Removals in accordance with the student's IEP are not subject to these procedures. If a student with a disability is removed from the ARDed placement for more than ten (10) school days, which would constitute a change in placement, may not occur until after the student's ARD committee conducts a manifestation determination review.

VIII. DISCIPLINE PROCEDURE FOR IDENTIFIED STUDENTS WITH DISABILITIES

- A. **STUDENT WITH A DISABILITY:**
For the purpose of this section, a student who is disabled is one who has been evaluated in accordance with 34 Code of Federal Regulations 300.530-300.534 and TAC 89.G.233 and determined by an Admission, Review, and Dismissal (ARD) committee as meeting the eligibility criteria for special education services.
- B. **PLACEMENT OF A STUDENT WITH A DISABILITY:**
The placement to an alternative setting for behavior management of a student who receives special education services may be made only by a duly constituted ARD committee. The student may not be placed in an alternative education program solely for educational purposes if the student does not also meet the criteria for alternative placement in Section 37.006(a) or 37.007(a).

The ARD committee must determine if the conduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the district's failure to implement the IEP. If the conduct is not the result of the identified disability or the direct result of the district's failure to implement the IEP, then the student is subject to general education discipline procedures. If it is determined that the behavior is a result of the student's disability, then the ARD committee shall determine the appropriate action.

No student with a disability may be disciplined more severely than a non-disabled student for the same offense.

- C. **SUSPENSION:**
The principal or other appropriate administrator may suspend a student who engages in conduct for which the student may be placed in an alternative education program. Such a suspension may not exceed three school days (Section 37.005). No ARD action is required to suspend a student for less than ten (10) school days in a year unless the suspension constitutes a change in placement.

- D. **REMOVAL AND/OR EXPULSION FOR CERTAIN CONDUCT:**
If the ARD committee determines that the behavior is not a result of the student's disability, inappropriate IEP or placement, the student with a disability is subject to general education discipline (Section 37.006-37.007). If the student is recommended for expulsion to JJAEP, a JJAEP representative shall be invited to the expulsion hearing.
- E. **ALTERNATIVE EDUCATION PROGRAMS:**
A student with a disability may be placed in an alternative education program which has been deemed appropriate in the student's IEP by previous ARD committee action (Section 37.008).

IX. SCHOLASTIC PENALTIES WILL NOT BE IMPOSED FOR DISCIPLINARY INFRACTIONS

1. A student removed from his or her regular classes for any reason will be expected to complete any course work assigned within a time designated by the teacher in accordance with district policy. Students who do not complete the work as required will receive a grade of zero for the work.
2. No academic penalty (reduction in grade) will be assessed based solely on the disciplinary infraction.

Students with disabilities will receive educational services during expulsion as determined by the Admission, Review, and Dismissal (ARD) Committee.

SECTION VII

ETHICS STATEMENT

ALDINE CODE OF ETHICS

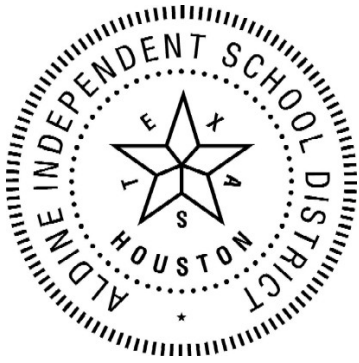
We are public servants, and we are committed to educational excellence. In every aspect of our work and of our relationships with our stakeholders, we shall perform our duties honestly, competently, efficiently, expeditiously, and harmoniously and in strict compliance with the ethical standards of our profession.

In all that we do, we advance these core beliefs and commitments:

1. We believe each student can learn at or above grade level and will have equal opportunity to do so. We will provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence. We will allocate resources to ensure equity for each student to reach his/her full potential.
2. We believe Aldine ISD can achieve higher levels of performance through clearly defined goals that set high expectations for student achievement. We will eliminate the achievement gaps between and within student groups.
3. We believe in the value of parents as the first and best teachers and that the community must actively participate in the development of all children. We will improve educational outcomes for our students by garnering support from parents, grandparents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, medical and social service agencies, along with the district leaders, staff and students.
4. We believe in the value of each employee, in his/her personal and professional growth, and in empowering each one to be accountable to make decisions aligned with the vision of the school district. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement.
5. We believe all environments should be supportive, safe, and secure. We will ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance.

In all that we do, we take personal responsibility for producing the nation's best.

[To view the Aldine Ethical Conduct Guidelines, see http://www.aldine.k12.tx.us/district_info/policies/index.cfm]



ETHICS COMPLIANCE STATEMENT

Please check the appropriate blank: ___ New Employee ___ Annual Certification

- I have read the Aldine Ethical Conduct Guidelines;
- I understand the district's ethical expectations;
- I understand that I may seek clarification of Aldine's ethical expectations by contacting my administrative supervisor, the Superintendent of Schools, or the Superintendent's designee; and,
- I agree to adhere to the district's ethical standards.

Signature

Printed Name

School/Department

Title

Date

August 1, 2006