

Alvord Independent School District Student Handbook

2022-23 School Year

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please contact kmartin@alvordisd.net or call 940-427-5975.



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Preface

To Students and Parents:

Welcome to the 2022-2023 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Alvord ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Students and Parents is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

That document may be found on the district’s website at www.alvordisd.net and is available in hard copy upon request.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed.

Therefore, parents and students should become familiar with Alvord ISD’s Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.alvordisd.net . State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at any campus in the district.

Please be aware that the Student Handbook is updated annually; while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practicable under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does

not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

If you or your child has questions about any of the material in this handbook, please contact a campus principal.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

1. Acknowledgment Form **OR** Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at each campus office.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact kmartin@alvordisd.net or call 940-427-5975.

Section I: Parental Rights

This section of the Alvord ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Parental Involvement

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policies at GKG and contact the campus administrator.]
- Participating in campus parent organizations such as the Alvord Elementary PTO.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, or contact campus administration.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, and FFA]
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

District Parent Involvement Policy

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and the services provided by the Title I, Part A program. The parent involvement policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel must work together to achieve success with such a policy.

PARENT INVOLVEMENT POLICIES AND PRACTICES

REQUIREMENTS AND HOW ACHIEVED

1. **Requirement:** Involve parents in the joint development of the plan.

How Achieved: Notice of meetings, meeting agendas, and minutes reflect parent participation. An interpreter is provided if requested by the parent.

2. **Requirement:** Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

How Achieved: School personnel are primarily responsible for these areas. Coordination, assistance, and support is achieved by providing a site and scheduling meetings to be as convenient as possible for parents to attend by scheduling some Title I meetings at a time when parents are coming to school for other activities such as Open House and athletic activities.

3. **Requirement:** Build the district's and parents' capacity for strong parental involvement.

How Achieved: The school district listens to parents' concerns and suggestions and attempts to respond to these things. Communication between the home and the school is vital for strong involvement, and the district provides various avenues for communication: parents are encouraged to phone or personally contact their child's teacher or administrator; weekly activity calendars provide current information; progress reports are sent home prior to regular report cards if a student is having academic problems; and parents are contacted regarding any other areas where a one-on-one discussion is deemed necessary by school personnel.

4. **Requirement:** Coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers,

and state-run preschool programs.

How Achieved: *Since ALVORD ISD is located in a rural, sparsely populated area, many programs common to large districts are not part of the school system or community. Parents with preschool children do attend school functions and consequently, children are familiar with school before enrolling in pre-K or kindergarten. Registration for pre-K and/or Kindergarten is scheduled each May as a child's first formal experience in the public school setting.*

5. **Requirement:** Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I, Part A schools, including identifying barriers to greater participation by parents in Title I, part A activities, and use the findings of such evaluations to design strategies for more effective parental involvement.

How Achieved: *parents and school personnel formulate a survey to be mailed with reports cards at the end of the 5th six weeks to evaluate the effectiveness of the policy and to solicit ideas for improvement and/or additional activities for consideration.*

6. **Requirement:** Involve parents in the activities of Title I, Part A schools.

How Achieved: *Parents are encouraged to do the following:*

1. *Read and discuss the student handbook prior to signing and returning to school;*
2. *Emphasize the importance of education and encourage participation in school activities;*
3. *Stay informed about your child's activities by attending parent conferences and other parent meetings;*
4. *Learn about the curriculum, student support services, and activities offered by the district;*
5. *Become familiar with the academic program and review teaching materials, textbooks, and other instructional aids;*
6. *Examine tests that your child has taken;*
7. *Monitor your child's progress and contact teachers, the counselor, or the principal as needed;*
8. *Call the office to schedule appointments;*
9. *Review your child's records when needed;*
10. *Volunteer at school;*
11. *Participate in parent organizations ranging from booster clubs to committees that assist the Board of Trustees in formulating educational goals and objectives;*
12. *Familiarize yourself with federally funded programs such as Title I that provide important educational support service for the school;*
13. *Attend Board meetings to learn more about the operations of the district;*

14. Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy; and

15. Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs, within the guidelines of the law.

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Jamie Mitchell for the elementary 940-427-2881 or the Superintendent may be contacted at 940-427-5975.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page and FNG(LOCAL).

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;

- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 6 .

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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

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

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page and FNG for information on the grievance and appeals process.

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

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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

The mental health liaison can be reached at:

Alvord ES Counselor, Jena Clark, jclark@alvordisd.net

Alvord Middle School Counselor, Bonnie Foreman, bforeman@alvordisd.net

Alvord High School Counselor, Catherine Kelly, ckelly@alvordisd.net

[See **Mental Health Support** on page .]

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under the age of 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;

- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

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

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district’s policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal.

Note:

- District personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.
- If the district knows that a student is in temporary or permanent conservatorship (custody) of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual’s professional responsibilities, as described by district guidelines.

For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

The district has identified the following as directory information:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic Programs.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes.

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

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

- Name,
- Address, and
- Telephone listing.

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

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

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

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

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

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

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

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

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

A parent may inspect:

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

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

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

Human Sexuality Instruction

See **Consent to Human Sexuality Instruction** on page 6 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 6 for information on a parent's right to remove a student from such instruction.

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

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

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

Per State law, a student may be excused from recitation of a portion of the Declaration of Independence if:

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

[See policy EHBK(LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing.

State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

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

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs.

The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, the district will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services--if the district offers these services.

[Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

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

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

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

Notices of Certain Student Misconduct to Noncustodial Parent

Noncustodial parents may request in writing that they be provided, for the remainder of the school year, a copy of any written notice usually provided to parents related to their child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

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

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

Student Records

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,

- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records.

For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** are the right to:

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

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

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

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

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

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

Legitimate educational interest may include:

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

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

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

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

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

The address of the superintendent’s office is 185 Mosley Lane, Alvord, TX 76225 or PO Box 70, Alvord, TX 76225.

The address(es) of the principals’ offices are: AHS - 1049 W. Bypass 287, Alvord, TX 76225

AMS - 300 Bulldog Way, Alvord, TX 76225

AES - 711 W. Stadium Dr. Alvord, TX 76225.

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

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

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy

FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

The district's policy regarding student records found at policy FL (LEGAL) is available from the principal's or superintendent's office or on the district's website at www.alvordisd.net.

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

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher:

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

You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Students with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact On Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

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

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

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

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

State law permits a parent of multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request in writing that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus.

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

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Students Use of a Service/Assistance Animal

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

Students in the Conservatorship of the State (Foster Care)

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

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

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

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

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

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

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

Special Education Referrals

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses

to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus principal AHS - Mr. Tefertiller @ 940-427-9643, AMS-Mrs. Bull @ 940-427-5511 or AES - Mrs. Mitchell 940-427-2881.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee: principal AHS - Mr. Tefertiller @ 940-427-9643

Section 504 Referrals

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

- Notice,
- An opportunity for a parent or guardian to examine relevant records,

- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the campus counselor: AHS - Mrs. Kelly @ 940-427-9643, AMS-Mrs. Foreman @ 940-427-5511 or AES - Mrs. Clark @ 940-427-2881.

[See also **Students with Physical or Mental Impairments Protected under Section 504** on page]

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

In accordance with state law, the district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies

Students Who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits that the parent or guardian may request that any other student residing in the household be transferred to the same campus-- if the appropriate grade level for the transferring student is offered on that campus.

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

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

Students Who Speak a Primary Language Other than English

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

If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including

accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Students with Physical or Mental Impairments Protected Under Section 504

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

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

When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. [See policy FB.]

Section II: Other Important Information for Students and Parents

Topics in this section of the Student Handbook contains important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact campus principal AHS - Mr. Tefertiller @ 940-427-9643, AMS-Mrs. Bull @ 940-427-5511 or AES - Mrs. Mitchell 940-427-2881.

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Between Ages 6 and 18

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in activities outside of school hours.

As listed in Section I at **Children of Military Families**, absence of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

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

Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this has been;

- Authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal,
- Follows campus procedures to verify the visit, and
- Makes up any work missed.

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

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

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

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

Compulsory Attendance -Failure to Comply

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the

attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Between Ages 6 and 18

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parents. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Dr. Randy Brown, superintendent. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL).]

Age 19 and Older

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

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75% of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [see policy FEC.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

The actual number of days a student must be in attendance to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at **8:30 AM** at the Elementary campus, and **10:00 AM** at the Secondary level as required by state rule. Attendance is also taken during each and every class period at the secondary level as required by state rule.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence **WITHIN A 2-DAY TIME LIMIT**. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. AISD reserves the right to require a written note. **AISD reserves the right: Notification to the campus principal PRIOR to an extenuating reason may alleviate any means of uncertainty about the student receiving an UNEXCUSED vs. an EXCUSED absence even when the proper 2-day time limit of a parent note is received. COMMUNICATION can prevent unwarranted circumstances.**

UNDER NO CIRCUMSTANCES WILL AN ABSENCE BE EXCUSED UNLESS A SIGNED EXCUSE IS BROUGHT TO THE SCHOOL WITHIN (2) DAYS OF THE STUDENT’S RETURN. FOR UNEXCUSED ABSENCES, DEPENDING UPON THE CIRCUMSTANCES, GRADES MAY BE ASSIGNED BETWEEN 0-50 BY THE TEACHER/PRINCIPAL.

TRUANCY RESULTS IN AN AUTOMATIC GRADE OF A ZERO.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Certification of Absence Due to Severe Illness or Treatment

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

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

Within **2** days of returning to school, a student who is absent for more than **4** consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or

condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver's license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver's license.

Accountability under State and Federal Law (All Grade Levels)

Alvord ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district's website at www.alvordisd.net . Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered during the school year at Alvord High School.

Please contact the principal for information about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An Internet website
- Any other Internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by calling or texting to Speak Up at 940-233-8610 or emailing speakup@students.alvordisd.net.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parents, the student may also be transferred to another campus in the district.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Technology,
- Agriculture,
- Human Services,
- Science and
- Speech.

Admission to these programs is based on student selection and career path.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as

amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to ensure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. Office personnel will deliver anything to staff or students at an appropriate time, deliveries may not be made directly to classrooms by individuals from outside of the school.

Child Sexual Abuse and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.alvordisd.net .Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or

- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;

- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student’s caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor’s Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

High School:

The requirements for a student to receive Valedictorian or Salutatorian honors are:

- Students considered for Valedictorian and Salutatorian should be candidates for the distinguished level of achievement under the foundation graduation program.
- The student must graduate from high school in exactly four years.
- All course work in the junior and senior years must be completed in residence continuously.
- The eligible student with the highest academic grade average will receive the Valedictorian award. The eligible student with the second highest academic grade average will receive the Salutatorian award. In case of a tie for Valedictorian, the following objective criteria will be used for breaking the tie: Each step will be considered in the order it appears until the tie is broken. At the step at which the tie is broken, the Valedictorian will be determined and the other student becomes the Salutatorian.
- The grade point average of the tied individuals will be carried to three decimal places.
- Grade point averages will be calculated on advanced and honors courses only. These will be carried out to three decimal places.
- If both students have taken the SAT, the best overall scores received prior to the end of the fifth six-week grading period will be considered. • If both students have taken the ACT, the best overall scores received prior to the end of the fifth six-week grading period will be considered.
- If one student has not taken the SAT test or the ACT test, then the student that has taken either test shall be designated the valedictorian and the other student shall be designated as the Salutatorian.
- If there is still a tie at this point, there will be two Valedictorians who will share the honor. In this case, there will be no Salutatorian.
- The Valedictorian and Salutatorian will be determined at the end of the 5th six weeks of their senior year.
- Class rank (other than Valedictorian and Salutatorian) will be determined at the end of the 6th six weeks.
- Only the grades earned in classes offered at Alvord High School will be used to determine the Valedictorian, Salutatorian and class rank for all students. Honors, Advanced and AP courses not offered at Alvord High School will count as non-weighted courses.
- For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition(s) and shall not restrict class ranking for the purpose of automatic admission under state law.
- To encourage all students to complete the most challenging course of study, a student may take a fifth year of science or math. In this case, only the best of four courses shall be used to determine honor graduates and class rank.
- All courses listed as weighted courses will be weighted for the purpose of class ranking. Summer courses, correspondence courses and credit earned through credit by exam and credits earned at alternative campuses shall not be considered in computing point totals.

- Classes taken at the middle school for high school credit will be given grade points and •
On the final transcript, each student will receive the following: Weighted GPA for Class Rank considered in class rankings.

(if student has taken weighted courses)

(Example: 4.39) Non-weighted GPA for College Admissions

(Example: 3.72) 33 A Numeric Average

(Example: 92.30)

Weighted Courses:

Alvord High School offers the following weighted courses:

Honors English I, Pre-Calculus, Honors English II, Calculus, Physics, Environmental Systems, Honors English III, Advanced Quantitative Reasoning, Anatomy & Physiology, Forensic Science, Honors English IV, and any Dual Credit Class that is offered through AHS. (These will change according to staff certification)

**Any Dual Credit course offered as a weighted course is provided on campus. All courses require a minimum 3.0 average in the preceding course in that discipline and the recommendation of the teacher. Any exception to the grade minimum will be at the discretion of the teacher and campus principal. Courses may have additional admission requirements. Further information may be obtained from the principal or the teachers of each of the courses

Local Credit Courses not considered for Class Ranking:

Band, Physical Education, Athletics, Cheerleading, College Prep, VAC, Work Coop, Life Skills, Student Aide, PALS, Summer School, Driver's Education, Publications, Conduct Grades, Correspondence Courses, Concurrent Enrollment Courses, Credit-By-Exam, Alternative Campus Placement Classes. Any modified course, any course not offered at Alvord High School.

GRADE POINT CHART:

Grade Average	Weighted Courses	Non-Weighted Courses
100	6.0	5.0
99	5.9	4.9
98	5.8	4.8
97	5.7	4.7
96	5.6	4.6

95	5.5	4.5
94	5.4	4.4
93	5.3	4.3
92	5.2	4.2
91	5.1	4.1
90	5.0	4.0
89	4.9	3.9
88	4.8	3.8
87	4.7	3.7
86	4.6	3.6
85	4.5	3.5
84	4.4	3.4
83	4.3	3.3
82	4.2	3.2
81	4.1	3.1
80	4.0	3.0
79	3.9	2.9
78	3.8	2.8
77	3.7	2.7

76	3.6	2.6
75	3.5	2.5
74	3.4	2.4
73	3.3	2.3
72	3.2	2.2
71	3.1	2.1
70	3.0	2.0
69 & Below	0	0

Note: Alvord High School provides honors recognition for students who have a 3.7 GPA or higher on the college 4 point scale for all course work over four years. Such honor allows students the privilege of wearing a Gold Honor Cord during graduation ceremonies.

At the end of the school year, each class will recognize the top two (2) students with the highest numerical average. Honors will be awarded to each of these students. Students enrolled in Algebra I or another advanced math in eighth grade will receive a numerical grade of ten (10) points when calculating final averages. The eighth grade advanced math weighted grades are not reflected in the high school Grade Point Average (GPA)—only for middle school purposes to determine the AMS Valedictorian/Salutatorian. This calculation will not appear on report cards throughout the year, but will be used upon final calculation at the end of the fifth six weeks for the Valedictorian/Salutatorian.

[For further information, see policy EIC.]

Elementary Campus

Doors open at 7:30 am
Tardy Bell Rings at 8:00 am
Dismissal at 3:33 pm

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day’s schedule.

High School Daily Bell Schedule

1 st period:	8:05-8:50AM
2 nd period:	8:55-9:40AM
3 rd period:	9:45-10:30 AM
4 th period:	10:35-11:20 AM
5 th period:	11:25AM-12:10PM
A Lunch/Tutorials:	12:15-12:45 PM
B Lunch/Tutorials:	12:45-1:15 PM
6 th period:	1:20-2:05PM
7 th period:	2:10-2:55 PM
8 th period:	3:00-3:45 PM

High School Pep Rally Schedule:

(Regular daily bell schedule. All lunch will be during A Lunch. Pep Rally will be during B Lunch from 12:45-1:15pm)

Middle School Bell Schedules:

8th Grade Daily Bell Schedule

1 st period:	8:05-8:45 AM
2 nd period:	8:48-9:43AM
3 rd period:	9:46-10:41AM
4 th period:	10:44-11:40AM
5 th period:	11:43AM-12:38PM
<u>8th Grade Lunch:</u>	12:38-1:08PM
6 th period:	1:11-2:06PM
7 th period:	2:09-2:57PM
8 th period: (HR/HB 4545)	3:00-3:40PM (40)

8th Pep Rally Schedule:

(Regular daily bell schedule until 6th period)

6th period:	1:11-1:51PM
7th period:	1:54-2:30PM
Pep Rally:	2:30-3:10PM
8th period:	3:15-3:40PM

7th Grade Daily Bell Schedule

1 st period:	8:05-8:45 AM
2 nd period:	8:48-9:43AM
3 rd period:	9:46-10:41AM
4 th period:	10:44-11:40AM

<u>7th Grade Lunch:</u>	11:40-12:10PM
5 th period:	12:13PM-1:08PM
6 th period:	1:11-2:06PM
7 th period:	2:09-2:57PM
8 th period: (HR/HB 4545)	3:00-3:40PM

7th Pep Rally Schedule:
(Regular daily bell schedule until end of 6th period)

6th period:	1:11-1:51PM
7th period:	1:54-2:30PM
Pep Rally:	2:30-3:10PM
8th period:	3:15-3:40PM

6th Grade Schedule

1 st period:	8:05-8:45AM
2 nd period:	8:48-9:33AM
3 rd period:	9:36-10:56AM
<u>6th Grade Lunch:</u>	11:00AM-11:30PM
4 th Period:	11:33-12:52PM
5 th period:	12:55-2:14PM
HR/HB 4545	2:17-2:57PM
6 th period:	3:00-3:40PM

6th Grade Pep Rally Schedule:
(Regular daily bell schedule until end of 5th)

HR/HB4545	2:17-2:30pm
Pep Rally:	2:30-3:10PM
6th period:	3:15-3:40PM

[For further information, see policy EIC.]

College and University Admissions and Financial Aid (Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2019 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits for completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation for information associated with the foundation graduation program.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Weatherford College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the campus office: AHS- 940-427-9643
AMS- 940-427-5511 AES- 940-427-2881

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

AISD reserves the right to NOT pull students from class to talk on the phone during educational instruction time. Communication will need to be with the principal or other assigned office faculty member to determine the need and/or emergency.

Non Emergency

Your child's school will request that you provide contact information, such as your phone number, physical address and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate

automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in the contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal.

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy and complaint forms may be obtained in the principal's or superintendent's office or on the district's website at www.alvordisd.net.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

- Jamie Mitchell, AES Principal
- Jessica Bull, AMS Principal
- Aaron Tefertiller, AHS Principal

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch period.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes:

- making loud noises;
- trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow student to earn college credit;
- Availability tuition and free assistance for postsecondary education for students in foster care; and

- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should ask their teacher to make an appointment with the counselor or stop by the counselor's office to visit (not during classroom time without prior permission). As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

[For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published dates will be for any examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date.

[For further information, see policy EHDC.]

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if:

- the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies,
- a district administrator recommends that the student be accelerated, and
- the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with:

- a passing score of at least 80 on the examination,
- a scaled score of 50 or higher on an examination administered through CLEP, or
- a score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat other students and district employees with courtesy and respect, to avoid offensive behaviors, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office, the superintendent's office and on the district website. [See policy FFH.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- physical or sexual assaults;
- name-calling;
- put-downs;
- threats to hurt the student, the student's family members, or members of the student's household;
- destroying property belonging to the student;
- threats to commit suicide or homicide if the student ends the relationship;
- threats to harm a student's current dating partner;
- attempts to isolate the student from friends and family;
- stalking; or
- encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to,

- offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- threatening, intimidating, or humiliating conduct;
- offensive jokes, name-calling, slurs, or rumors;
- physical aggression or assault;
- graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to,

- touching private body parts or coercing physical contact that is sexual in nature;
- sexual advances;
- jokes or conversations of a sexual nature;
- and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment that includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- offensive jokes, name-calling, slurs, or rumors;

- physical aggression or assault;
- threatening or intimidating conduct; or
- other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parents. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosure may be necessary to conduct a thorough investigation and comply with the law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Distance Learning

All Grade Levels

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are in accordance with Wise County Shared Services and the courses are held in Bridgeport, TX.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page .] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the campus administration, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Dr. Randy Brown, Superintendent of Alvord ISD.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non School Materials

From Students

Students must obtain prior approval from the campus principal/district superintendent before selling, posting, circulating, or distributing more than 5 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal will designate an approved location for approved non school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF.]

The campus principal has designated the school office/foyer windows as the location for approved non school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a non curriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

The elementary campus prohibits the deliveries of personal birthday party invites, Valentines or any other floral, balloon, candy goodies to students for special occasions.

The elementary campus will accept birthday snacks for students if the parent/guardian has discussed with the teacher ahead of time about any possible allergies or other issues. These goodies will need to be left in the front office for delivery to the classroom. The provider will not be able to interrupt the classroom to make the delivery.

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

A.E.S. compliance standards:

- Male students are to wear a clean shirt and slacks, jeans or shorts. Female students are to wear clean dresses, shirts, jeans, slacks or shorts. Shorts and skirts **MUST** be longer than the index finger length on all students.
- Pajamas or other loungewear are **NOT** allowed unless on a designated spirit day. Warm-ups and athletic apparel are acceptable.
- All tops/shirts must have sleeves and be modestly cut, which also means not too tight or revealing. They must overlap pants, skirts or shorts at the waistband at all times. **NO GAPING ARM HOLES AND MIDRIFTS SHOWING!**
- Halter tops, razor-back, spaghetti strap or tube tops are prohibited unless an undershirt is worn underneath.
- Flip-flops and house shoes are **NOT** allowed. Tennis shoes are preferred everyday due to PE, recess and safety issues. Students will not be allowed to call home for appropriate shoes for PE. Consequences will be served if tennis shoes are not worn for PE and may reflect in the student's PE grade for citizenship.
- 3 Adult finger width (2 inch) Tank tops are acceptable.
- No shirts of see-through type or tops that expose the midriff may be worn.
- Pants and shorts will be fitted or belted at the waist; **no sagging pants** are allowed.
- No hats, caps, bandanas, hoods, chains, wallet chains, sunglasses, or studded collars are to be worn at school. Hats, caps and hoods may not be worn inside the building during school hours unless prior authorized by the principal for a 'special occasion'.

- NO MORE THAN 3 Wristbands are acceptable with appropriate phrases and no inappropriate designs or phrases will be allowed (see next rule).
- Students may not wear clothing, jewelry or accessories reflecting suggestive, obscene or risqué writing or drawings, or reflecting alcoholic, drug or tobacco product advertisement.
- Dresses and skirts **MUST** have shorts or leggings underneath AND be of appropriate length (longer than the index finger when the arms are by the student's sides. (NO BLOOMERS) This also includes cheerleading suits. No splits in skirts.
- Face painting or hair coloring for athletic or school events will be allowed strictly towards Alvord school spirit on designated days, such as Homecoming, Spirit Week and Red Ribbon Week. No negative phrases or designs directed toward our opponents will be allowed.
- Hair will be neat, clean, well groomed, and natural color. It will not obstruct vision or view of the face. Hairstyles that are extreme enough to create a disturbance or disrupt the normal routine shall be deemed inappropriate. Examples include shaved designs or lettering in the hair and Mohawks.
- Body piercing will be limited to ears only. Spacers may not be worn by any student on the elementary campus. Females are allowed to have their ears pierced. Male ear piercing is allowed but must be empty or filled with a Clear Retainer that is flat and no larger than 20g thick. It must fit flush with the skin and be unrecognizable when inspected. Piercings may not be covered with tape, band aids, etc.
- **Tattoos** must not be visible and they must remain covered at all times by students AND staff.

A.M.S. compliance standards:

- Undergarments must not be visible while sitting or standing.
- Skirts, dresses, and shorts **MUST** be longer than the index finger length on sides, front, and back
- Headgear: hats, hair curlers, hairnets, bandanas, sweatbands, hoods, toboggans, etc. shall **not be worn in the school buildings and may not be carried on your person or bag from 8:05-3:45pm**, otherwise the headgear will be confiscated. When confiscated, the parent/guardian must pick it up from the school.
- The District prohibits pictures, emblems, or writings on clothes, hair or skin that:
 - Are lewd, offensive, vulgar, or obscene.
 - Advertise or depict tobacco products, alcoholic beverages, drugs or any other prohibited substance.
 - Refer to satanic, cult, or gang activities.
 - Refer to hate groups and/or hate activities.
- Students may not color their hair unless it is a natural hair color.
 - Natural Hair Colors are considered as shades of: Brown, Blonde, Auburn Red, Black
 - Unnatural Hair Colors are considered as, but not limited to: Green, Blue, Candy Apple Red, Purple, Pink, Yellow and Orange

- All students: Designs cut in the hair and Mohawk's will not be permitted.
- Male Hair: Must be clean, neatly groomed, spiked hair can't exceed one inch and must be cut in a style that does not touch the eyebrows. Hair must be neatly trimmed. Hair must not be below the bottom of the collar. Students must be clean-shaven. Sideburns may not extend lower than the bottom of the ear and must be trimmed in a straight line without flares at the bottom.
- Female hair: must be clean, neatly groomed and worn in a style that does not cover the eyes and must remain out of the face.
- Tattoos (Temporary or Permanent) must be covered at all times and at all school sponsored activities on or off campus by students and staff. Writing/drawing on your body is not permitted.
- Strapless shirts and dresses are not allowed. No cut off shirts will be allowed.
- Tank tops with a dollar bill width on shoulder are acceptable. **NO GAPING ARM HOLES AND NO MIDRIFTS SHOWING!**
- For girls, earrings are allowed. Visible piercings other than earrings are not acceptable. Ear gauges are not allowed. Tongue, nose, eyebrow rings, spiked earrings are not allowed for females or males. Male students are not allowed to wear earrings or gauges. Holes from gauges in ears must be covered completely.
- No pajama pants or bedroom slippers.
- **Holes in clothing** above the knee that show skin are not permitted. If skin is visible, then something permanent such as a cloth patch must cover the hole on top or underneath so that skin is not visible.
- Excessively tight pants, jeggings, leggings, yoga pants may be worn with a shirt or dress with a bottom hem that falls within the acceptable standards of index finger tip length on sides, front, and back.
- Sunglasses, trench coats, wallets with chains, studded collars, any form of knife (including pocket knives), etc. are not permitted or to be worn in school buildings.
- The principal may authorize special attire for special classes or occasions.

A.H.S. compliance standards:

- Undergarments must not be visible while sitting or standing.
- Strapless shirts and dresses for girls are not allowed. No cut off shirts will be allowed by boys or girls.
- Tank tops worn by a girl with a dollar bill width across the shoulder are acceptable. No gaping arm holes and no midriffs showing.
- Skirts and dresses for girls **MUST** be longer than the index finger length on sides, front, and back.
- Shorts for boys and girls **MUST** be longer than the index finger length on sides, front, and back. Shorts and pants should have nothing written across the seat.
- No pajama pants or bedroom slippers.
- **Holes in clothing** above index finger length on sides, front, and back that show skin are not permitted. If skin is visible, then something must cover the hole on top or underneath so that skin is not visible.

- Excessively tight pants, jeggings, leggings, yoga pants, Nike Dry-Fit type running shorts, etc. are not permitted.
- **Garments from or representing another public, private or charter school district, other than ALVORD ISD, will not be permitted.**
- Sunglasses, trench coats, oversized clothing, large bags or duffle bags, wallets with chains or chains by themselves, dog collars around the neck or arms or any form of studs or spikes on the body, any form of knife (including pocket knives), etc. are not permitted or to be worn in school buildings.
- Headgear: hats, hair curlers, hairnets, bandanas, sweatbands, hoods or sweatshirt hoodies, toboggans, etc. shall not be worn in the school buildings and may not be carried on your person or bag from 8:05-3:45pm, otherwise the headgear will be confiscated.
- The District prohibits pictures, emblems, or writings on clothes, hair or skin that:
 - Are lewd, offensive, vulgar, or obscene.
 - Advertise or depict tobacco products, alcoholic beverages, drugs or any other prohibited substance.
 - Refer to satanic, cult, or gang activities.
 - Refer to hate groups and/or hate activities.
- **All Student's Hair:** Designs cut in the hair and Mohawk's will not be permitted. Students may not color their hair unless it is a natural hair color.
 - **Acceptable** natural hair colors are considered as shades of: Brown, Blonde, Auburn, Red, Black
 - **Unacceptable**, unnatural hair colors are considered as, but not limited to: Green, Blue, Candy Apple Red, Purple, Pink, Yellow and Orange
- **Female Hair:** must be clean, neatly groomed and worn in a style that does not cover the eyes and must remain out of the face.
- **Male Hair:** must be clean, neatly groomed. Spiked hair can't exceed one inch and must be cut in a style that does not touch the eyebrows. Hair must be neatly trimmed. Hair must not be below the bottom of a t-shirt collar and must be worn without being tied up in a pony-tail. Sideburns may not extend lower than the bottom of the ear and must be trimmed in a straight line without flares at the bottom. Faces must be clean shaven even if wearing a face mask.
- **Tattoos:** temporary or permanent, must be covered at all times and at all school sponsored activities on or off campus. Writing/drawing on your body is not permitted.
- **Female piercings:** Only earrings in a pierced ear are allowed (except for any type of spiked earring). Visible piercings, plugs, spools, eyelets, expanders, etc., on any part of the body are not permitted. Holes from body piercings **MUST** be empty (or) filled with a Clear, Flat, No Larger than 20g Thick Piercing RETAINER. It must fit flush with the skin and be unrecognizable when inspected. Piercings may not be covered with tape, band aids, etc.
- **Male piercings:** Visible piercings, plugs, spools, eyelets, expanders, etc., on any part of the body are not permitted. Holes from body piercings **MUST** be empty (or) filled with a Clear, Flat, No Larger than 20g Thick Piercing RETAINER. It must fit FLUSH with the

skin and be unrecognizable when inspected. Piercings may not be covered with tape, band aids, etc.

- All dress-code compliance standards must be adhered to during all school related activities including (but not limited to) the school day, off-campus school related activities and or competitions, graduation ceremonies, school related field-trips year-round, etc.
- The principal may authorize special attire for special classes or occasions. All dress-up days must be approved by the principal.

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

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes.

A student must have approval to possess other telecommunications devices such as laptops, tablets, or other portable computers. Headphones or bluetooth devices may not be worn in the hallways.

Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students or parents at the end of the day. The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. THIS HANDBOOK SERVES AS THE 1ST WARNING.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF for more information.]

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**.]

English Language Learners (All Grade Levels)

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and

at least one parent representative. The student's parents must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page , may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

If a student is considered an English language learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor.

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request.

To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding

the age of each football helmet used by the campus, including when a helmet has been reconditioned.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student who has been assigned to ISS may not participate in extracurricular activities or competition before/during/after school on the day(s) assigned to ISS. A student may, however, go through regularly scheduled practices or rehearsals for an extracurricular group before or after the school hours of 8:00-3:45 pm on the day(s) assigned to ISS.
- A student who has been assigned to DAEP may not participate in extracurricular activities or competition OR practices or rehearsals on the day(s) assigned to DAEP. A student who has been assigned to DAEP may not be on school property or attend a school related function for the entire time they serve their DAEP assignment.
- A student is allowed in a school year up to 18 absences not related to post-district competition, an unlimited number of absences for post-district competition prior to state, and an unlimited number of absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- A student must be present for half of a school day to participate in afterschool competition.

Standards of Behavior

Sponsors of student clubs and performing groups such as band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

Middle School: FCCLA, National Junior Honor Society and Student Council

High School: FCCLA, National Honor Society, Spanish Club, Student Council, and FFA

Fees (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
 - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page .]
 - A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the superintendent. [For further information, see policy FP.]

Our school district has established the following policy for accepting checks and collecting bad checks. For a check to be an acceptable form of payment it must include your current, full and accurate name, address and telephone number. When paying by check you authorize the recovery of unpaid checks and the recovery of the state allowed fee by means of electronic re-presentment. For assistance please contact at Paytek 866-399-4101.

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
7	Grade 10 (Sophomore)
14	Grade 11 (Junior)
20	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period.

- How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

Alvord Elementary Grading guidelines are as follows: These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student's responsibilities before and/or after an absence will also be addressed.

In **Pre-K**, achievement is reported to parents as:

*Academics

‘**V**’ – satisfactory, ‘**I**’- Introduced, ‘**X**’ – needs improvement,

*Behavior and Social Expectations

‘**S**’– satisfactory ‘**N**’ - Needs Improvement ‘**U**’ – Ugly Behavior

In **Kindergarten**, achievement is reported to parents as

“S or v” –Satisfactory and “N or X” – Needs Improvement

***The kindergarten report card has a guide to determine a child’s readiness for first grade.

100% Mastery of: alphabet, phonetic awareness, and literacy development activities, as well as math activities will be weighted with heavy discretion from the classroom teacher and the campus administration to determine promotion to first grade.

****Pre-K students will only receive report cards during the 2nd, 4th, and 6th six-weeks’ time periods to allow for sufficient time to teach quality curriculum and a student to develop mastery.**

The rating of N indicates the student is not demonstrating the standard and may require re-teaching/re-assessment and/or further practice opportunities in order to make progress. Students will be re-taught through small groups, tutoring, peer teaming, etc. before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate

manipulative materials, computer-assisted/online instruction, and/or multi-sensory teaching techniques.

Elementary Grades (1-5)

Grades 1-5

- Major Grades- A minimum of three major grades per six weeks grading period in each subject area.

1. Performance tasks/ performance based assessment
2. Content exams
3. Research projects/final papers
4. Special projects (performances, speeches, presentations)
5. Multimedia student created work
6. Written compositions
7. Portfolios
8. Vocabulary and Spelling Assessments

- Minor Grades- A minimum of five minor grades per six weeks grading period in each subject area.

1. Group projects (cooperative learning)
2. Running Records
3. Notebooks
4. Daily assignments
5. Quizzes
6. Journals
7. Writing process (pre-writing, drafting, revising, editing, publishing)
8. Portfolios
9. Speech/communication/ presentation skills

*****Major Grades** will stand as they are earned and will be corrected, if mastery isn't noted by the teacher, to reteach the concept. Grades will not be modified.

*****Minor Grades** will stand as they are earned on the day they are due. If assignments are turned in late a 20 point reduction will be applied to the grade per day it is late with a maximum of 2 days. Then the grade will be recorded as a '0'. Again, the grade will not be modified after correction.

In **Grades 1-5**, achievement is reported to parents using the following guidelines:

A= 90-100 B= 80-89 C= 70-79 F= 69 or below

In Grades 1 & 2 - Science and Social Studies grades are considered minor grades (no test weighted grades) as most of the objectives are simply introduced.

***In Grades K – 5 Music, P.E., Art, Technology, Handwriting, and Citizenship grades will be reported as follows:**

Guidelines for E, S, N, U as numerical grades

E= Excellent (95) N=Needs Improvement (70)

S= Satisfactory (84) U= Unsatisfactory (60)

***Non-weighted (non-core) classes**

To be promoted from one grade level to the next, a student must have an **overall** average of **70 or above**, as well as an average of **70 or above** in at least **three** of the following core subjects: Language Arts (English and Reading), Mathematics, Social Studies, and Science **and** meet the state testing requirements for that grade. 5th grade is considered an SSI (Student Success Initiative) grade; they must pass the STAAR test for Reading and Math to be considered for promotion to the next grade level.

Also see **Report Cards/Progress Reports and Conferences** in the Student Handbook for additional information on grading guidelines.

******Benchmark tests – assessments given one or two times a year over ALL objectives based on the given grade level the assessment is being given in. These should NOT be used as test grades to go in the grade book.**

******CBA (Curriculum based assessments) may be given periodically throughout the year for teachers to analyze what information students have mastered based on the concepts that have been taught. These tools may be used for assessment grades in the gradebook.**

Absence Work (prior approved or not)

When a student has a 'prior' approved absence via the principal (Jr. FFA, 4-H, etc) and teachers get work together for the student 'before' the student leaves, the work **MUST** be completed upon return from absence and turned in. Any work handed out while the student is out will be given the documented time (2 days per 1 day absence and 1 day for each subsequent absence) to be returned. Any work not completed during the allotted time will receive a '0'. The late policy (of 20 point deduction per day) does **NOT** apply in this case.

MIDDLE SCHOOL GRADING GUIDELINES:

The interpretation of letter grades in the middle school shall be as follows:

90-100: A 80-89: B 70-79: C 69 & below: F

Students who are absent from a class need to refer to the make-up work section in the Student Handbook. Late work and make-up work are not the same thing, and are addressed separately by the instructional staff.

Six week grades are calculated on 50% Daily Work and 50% tests.

Semester grades will be derived from the three (3) six week grades and the semester test grade. Each of the six weeks grades will be two-sevenths (2/7) of the semester grade. The semester test will be one-seventh (1/7) of the grade.

This will be calculated as follows in the example below:

First six week grade x 2 $70 \times 2 = 140$

Second six week grade x 2 $75 \times 2 = 150$

Third six week grade x 2 $80 \times 2 = 160$

Semester test grade $47 \times 1 = 47$

Calculation of semester average Total = 497

497 divided by 7 = 71 Sem. Avg.

To be promoted from one grade level to the next, a student must have an overall average of 70 or above, as well as an average of 70 or above in at least three of the following core subjects: Language Arts (English and Reading), Mathematics, Social Studies, and Science. Students will follow all state assessment requirements for promotion.

Absence Work (prior approved or not)

When a student has a 'prior' approved absence via the principal (Jr. FFA, 4-H, etc) and teachers get work together for the student 'before' the student leaves, the work MUST be completed upon return from absence and turned in. Any work handed out while the student is out will be given the documented time (2 days for first day absent and 1 day for each subsequent absence) to be returned. Any work not completed during the allotted time will receive a '0'. The late policy (of 20 point deduction per day) does NOT apply in this case.

HIGH SCHOOL GRADING GUIDELINES:

The interpretation of letter grades in the high school shall be as follows:

90-100: A 80-89: B 70-79: C 69 & below: F

Students who are absent from a class need to refer to the make-up work section in the Student Handbook. Late work and make-up work are not the same thing, and are addressed separately by the instructional staff.

Six week grades are calculated on 50% Daily Work and 50% tests.

Semester assessments count 1/4 of the total semester average.

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma Beginning with the 2014–15 School Year

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE).
- Complete and submit a free application for federal student aid (FAFSA). **AHS will have a Financial Aid Night where students and parents will be able to fill out the FAFSA.**

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who has not achieved sufficient scores will have opportunities to retake the assessments.

State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

Foundation Graduation Program

Every student in a Texas public school will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);

- Business and Industry;
- Public Services;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student’s transcript.

A student can complete the foundation graduation program with a ‘distinguished level of achievement,’ which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parents are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

A student graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parents of the fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation
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		Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including Economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Speech	.5	.5
Electives	6.5	8.5
Total	24 credits	28 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

- Science, technology, engineering, and mathematics
- Business and industry

- Public services
- Arts and humanities
- Multidisciplinary studies

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information. jclark@alvordisd.net

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with a distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parents. Before the end of grade 9, a student and his or her parents will be required to sign off on a personal graduation plan that includes a course of study that promotes college

and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please also review [TEA's Graduation Toolkit](#).

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parents.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and

rules. To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include but are not limited to:

- *Senior Breakfast*
- *Senior Luncheon*
- *Senior Walk*
- *Baccalaureate*
- *Graduation*

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are completing their coursework in alternative settings such as but not limited to the Next-Step Alternative Learning Program forfeit all rights and privileges as a student of Alvord High School. These rights and privileges include participation in all graduation activities as outlined in the Student Handbook. In addition, students in alternative learning programs are not eligible to attend the Alvord High School Prom or any other school function that is exclusive to the students of Alvord High School.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers**.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all

requirements for graduation. The expenses are often incurred in the junior year or first semester of the senior year.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **dating Violence, Discrimination, Harassment, and Retaliation.**]

Hazing (All Grade Levels)

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm; Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

Hazing will not be tolerated by the district. Disciplinary consequences for hazing will be in accordance with the Student code of conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** and policies FFI and FNCC.]

Health-Physical and Mental

Physical Examinations/Health Screenings

Athletics Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required to be submitted annually to the district.

Hearing and Vision Screening:

All Texas public schools are required to perform hearing and vision screenings on all students in prekindergarten, kindergarten, first, third, fifth and seventh grades as specified by the Texas Department of State Health Services (TDSHS). Students who meet the TDSHS criteria will be referred for further evaluation. The district shall submit a report detailing the hearing and vision screenings performed to TDSHS.

Spinal Screening:

All Texas public schools are required to participate in a spinal screening program. The School-based screening program helps to identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards. All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature. Girls will be screened two times, once at age 10 (**or fall semester of grade 5**) and again at age 12 (**or fall semester of grade 7**). Boys will be screened one time at age 13 or 14 (**or fall semester of grade 8**). As appropriate, students will be referred for follow-up with their physician. The school district shall submit a report each year detailing the spinal screenings performed to TDSHS.

Acanthosis Screening:

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures. The risk assessment should: 1. Identify students with acanthosis nigricans; and 2. Further assess students to determine the students': a. Body mass index; and b. Blood pressure. All students who meet predetermined criteria will be referred for further follow up with their physician.

The district shall submit to the University of Texas—Rio Grande Valley Border Health Office an annual report on the risk assessment status of the students in attendance during the reporting year.

Homeless Students (All Grade Levels)

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

Please contact the district's homeless liaison, Bonnie Foreman at 940-427-5511 with any questions.

If you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

For more information on services for homeless students, contact the district's homeless education liaison, Bonnie Foreman at 940-427-5511.

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for periods of time. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Immunizations (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization The form must be notarized and submitted to the principal or school nurse within 90 of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. **After the set deadline (by district nurse and SHAQ committee), students will not be allowed to attend school until an up to date record is received or a plan is in place.**

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio, Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

As noted at **Bacterial Meningitis** on pg. 75, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. [See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional

recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess his or her own medication because of asthma or severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the origins, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. NOTE: Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parents and a physician or other licensed health-care provider. The student must also demonstrate to his or her health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** above...

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized *school personnel* who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of *school personnel* are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours.

For additional information, see FFAC(LOCAL).

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;

- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

Our district uses multiple resources to address all of the above mental health, behavioral health, and substance abuse concerns. We work together with Wise County Resources to make sure each student's needs are addressed appropriately.

If a student has been hospitalized or placed in a residential treatment for mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service** and the mental health liaison's contact information;
- **Counseling** for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the principal.

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters .

For additional information on the district's requirements and programs regarding junior high and middle school student physical activity requirements, please see the principal.

Temporary Restriction from Participation in Physical Activity

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration. **A parent note may be written to have a student be withheld from physical activity for up to 3 days. For any longer periods of time there must be a doctor's note to withhold the student from physical activity.**

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

The district requires annual physicals: This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.alvordisd.net for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after a student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF (LEGAL) for more information.]

Food Allergies (All Grade Levels)

The district requests to be notified when a student has been diagnosed **BY A DOCTOR** with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed a www.alvordisd.net

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district

before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. Confiscated paraphernalia will not be returned.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The full-time nurses, Isela Palmer, at 940-427-2881 ext 1006. Andrea Brown, at 940-427-5511 ext 2006.
- The full-time high school counselor, Jenna Clark, at 940-427-9643, or the part-time middle school counselor, Bonnie Foreman, at 940-427-5511.
- The local public health authority, Wise County Community Health Center, which may be contacted at 940-626-3888.
- The local mental health authority, Helen Farabee, which may be contacted at 940-627-1251 or 1-800-621-8504.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Policy/Search/1256?filter=community>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD

- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district’s strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district’s School Health Advisory Council (SHAC) held 3 meetings. Additional information regarding the district’s SHAC is available from the superintendent or the district nurse.

[See **Human Sexuality Instruction** and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the district nurse with questions about the content or implementation of the district’s wellness policy and plan.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- Ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.

- Ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received

deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial to learning. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day. Unless the principal has granted approval because of extenuating circumstances, in advance, a student will not regularly be released before the end of the school day.

All homeroom teachers **MUST** have a consistent way the student will get home after school (car rider, bus rider, or walk), make sure communication is ‘documented’ in the child’s folder, planner, etc. A student who will need to leave school early-during the day, **MUST bring a note from his or her parent/guardian that morning** and the adult must follow the campus sign-out procedures before the campus with the student. **The Elementary campus will NO longer accept telephone calls or emails (emails can only be sent to the principal or school secretary) after 2:45PM to make sure there is enough time to find the teacher of the student and help them make arrangements for the ‘change’ IF it is approved by the principal, as an emergency. Remember the principal and/or secretary may be away from their computer or office phone and can’t be responsible for changes to a students’ form of transportation home. Emergency emails can be sent to the principal jmitchell@alvordisd.net or to the secretary sworthington@alvordisd.net with a direct link to the parent/guardian and a response will be sent once the email is read. If no response is sent then the change in your child’s transportation may not be delivered and set up. We are sorry for any inconvenience this may cause but the safety of our students is a HIGH Priority!**

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the

parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Students may be checked out during their designated lunch time (this will count against the Bulldog attendance policy at the Elementary campus) but they must return on time at the end of their designated lunch period. High school students may not check themselves out for lunch, even with parent permission, from 12:00-1:15pm.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A "lost and found" collection box is located in or near the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each six weeks or semester depending on the campus.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

The student will be responsible for obtaining and completing makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.”

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

Guidelines for Make-Up Work:

Absence (one day): Due date for student’s work will be two days from the date of absence (or the next school day in the event of a weekend or holiday).

Additional Days (up to four absences): There will be **ONE** additional day allowed for the assignments’ completion per each of the concurrent 3 days of absences.

4 or more days or more than 5 days absent within a 2 week period: Teacher will consult with the principal before setting due dates for missed work IF the absences are approvable.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) Makeup Work (All Grade Levels)

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension. A special education student will also receive assistance from a special education designated employee to meet their IEP goals.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Dr. Randy Brown, Superintendent, 100 Mosley Lane, Alvord, TX 76225, 940-427-5975 rbrown@alvordisd.net . Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Jenna Clark, 504 Coordinator, 711 W. Stadium Dr., Alvord, TX 76225, jclark@alvordisd.net 940-427-2881.
- For all other concerns regarding discrimination, see the superintendent: Dr. Randy Brown, Superintendent, 100 Mosley Lane, Alvord, TX 76225, 940-427-5975 rbrown@alvordisd.net .

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.

- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at: AHS 940-427-9643, AMS 940-427-5511, AES 940-427-2881 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policy GKG.]
- Participating in campus parent organizations. Parent organizations include: Elementary PTO, call 940-427-2881 for the elementary's front office.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact *campus principal*.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contact school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee to park in a school parking lot. So long as a space is available, parking permits may be insured throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Kindergarten—Grade 3

A parent may request in writing that a student repeat kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

Grade 1

In grade 1, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: English, reading, spelling, and mathematics.

Promotion to the next grade level shall also be based on a student's performance on skill assessments used in the District.

Grades 2–5

In grades 2–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts (English and reading), mathematics, science, and social studies.

Grades 6–8

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing.**]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administration in Reading or Math. For more information, see the principal, school counselor, or special education director.

A student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a middle school student who does not perform satisfactorily on his or her state mandated examination, a school official will prepare a Personal Graduation Plan (PGP). School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within 5 years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the school counselor or principal and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will advance to a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments.

Remote Instruction

The district may offer remote instruction when authorized by TEA.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 6 weeks (except Prekindergarten).

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course

grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL).]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to school within 2 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

Safety (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the directions of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. ***Therefore, all parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.***

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. ***It is***

crucial to notify your child's school when a phone number previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- Watch news channels 4, 5, 8, 11
- Listen to radio stations WBAP 820 AM, KNTX 1410 AM
- Check AISD school website www.alvordisd.net .
- Parent Square call out program (be sure your information is up to date!)
- Watch your phone for Parent Square alerts from your child's campus principal or their teacher.
 - Information to be provided before the beginning of school.
- Facebook, Twitter alerts from campus principal or child's teacher.
 - Information to be updated at the beginning of each school year.

Schedule Changes (Middle/Junior High and High School Grade Levels)

See campus counselor

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Dr. Randy Brown, the district's designated asbestos coordinator, at 940-427-5975.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with the standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in medicaid or the state children's health insurance program (CHIP) unless the student's parents request the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

[See policy CO for more information.]

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will

be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

ONLY RELATIVES MAY BRING THEIR OWN CHILD LUNCH FROM THE OUTSIDE.

Due to space and safety concerns, lunch visitors will be restricted to immediate family members. Immediate family members are defined as the students' parents/step-parents, siblings, and grandparents. If a parent or guardian wishes to restrict visitation of an immediate family member to their child, a written request must be submitted to the campus principal but legal paperwork should be provided for reasoning. Lunch visitors must leave at the end of their student's lunch period.

High school students may have relatives drop a lunch off in the designated front foyer area of the school. No lunch visitors for high school students will be allowed.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, at 940-427-5975.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit: (Elementary students can have their reading folder or planner); Regular School Hours

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Elementary Front Doors to hallways or to the cafeteria for car or bike riders or walkers.
- Elementary Bus Drop Off door to cafeteria or to the halls for bus riders
- Middle School cafeteria by way of the front doors or the back doors from the bus drive for bus riders.
- High School cafeteria by way of the front doors or from the side doors from the student parking lot.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Meetings of Non Curriculum and Curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). Curriculum related groups need to meet during A/B tutorials or before/after school and not during class time.

A list of these groups is available in the principal's office.

School-Sponsored Field Trips

(All Grade Levels)

The district periodically takes students on field trips for educational purposes. Students must be passing at the high school level to participate.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicle in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's persons, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All grade levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item -- found in district property provided to the student -- that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (ALL Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources** on page 64 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels only)

The District requires random drug testing of any student in grades 9–12 who chooses to participate in school-sponsored extracurricular activities. “Extracurricular activities” for purposes of this program include band, athletic programs, cheerleading, literary activities, One Act Play, Academic Decathlon, UIL academic/theater contests, stock showing and other agriculture related activities, any other club or organization that participates in performances, contests, demonstrations or competitions, and parking on District property. [See Student Rights and Responsibilities Interrogations and Searches policy FNF(Regulation) for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student’s parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texas, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirements in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student’s parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student’s parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC’s educational plan. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle or Junior High School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student’s educational goals,
- Address the parent’s educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the principal and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See Graduation on pg73 for additional information.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students in Foster Care (All Grade Levels)

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

Please contact Bonnie Foreman 940-427-5511, who has been designated as the district's foster care liaison, with any questions. [See **Students in the Conservatorship of the State** on page 28.]

Students Who are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless education liaison, Bonnie Foreman, at 940-427-5511

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

Graduation, If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 73 for more information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Elementary and middle school opportunities include but are not limited to: Rise and Shine Presentations, Daily Morning Announcements, etc.

Summer School (All Grade Levels)

Each campus provides Accelerated Instruction during the summer months to assist in credit recovery and/or maintain progress made throughout the regular school year. Each campus has its own set standards set for a summer school program. For more information contact any of the campus principals.

Tardies (All Grade Levels)

A student who is tardy to class by more than 1 minutes may be assigned to the detention hall, silent lunch, after school or before school time. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. Elementary and Middle School students cannot drive themselves but a consequence will be implemented for them as well. Elementary students will start silent lunch after the 4th tardy each six weeks and will continue until the end of the six weeks' time period with each tardy instance that occurs.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on the course and course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

Parents wishing to seek a transfer for their child into Alvord ISD must obtain the transfer paperwork or utilize the online documents, fill them out, attach the required documents asked for on the paperwork or online and submit all information online or directly to the Administration Office at 185 Mosley Lane, Alvord, TX 76225 or the documents can be emailed to Kelly Martin kmartin@alvordisd.net Mrs. Martin is the administrative assistant to Dr. Randy Brown, superintendent.

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page 103.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or areas presenting a high risk of violence exist for students who live within two miles of the campus:

All streets northeast of Business 287 “E. Franklin Street” and railroad tracks and the FM 1655 Bridge over Highway 287

Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting a high risk of violence when walking to and from school, the district will provide transportation to these students. Please contact the Transportation Supervisor, Jeremy Russell, 940-427-4006 for additional information.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Supervisor, Jeremy Russell 940-427-4006 for additional information.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver’s directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In Accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Charlie Mann, the district technology director, who the district has designated to coordinate the implementation of and compliance with this law. [See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

[For video and other recordings by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already permitted by Law**]

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, *all parents and other visitors should be prepared to show identification.*

Individuals may visit classrooms during instructional time ONLY with approval of the principal and the teacher. Visitors may not interfere with instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

[For video and other recordings by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already permitted by Law**]

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On a Campus Career day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal, secretary or the campus volunteer coordinator for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal, specifying the reason for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least 3 days' notice of withdrawal so the records and documents may be prepared.

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be

measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix: Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [http://pol.tasb.org/Policy/Download/1256?filename=FFI\(LOCAL\).docx](http://pol.tasb.org/Policy/Download/1256?filename=FFI(LOCAL).docx). Below is the text of Alvord Independent School District's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/6/2017.

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Definition

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

examples

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

prohibited conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of report

CONCLUDING THE INVESTIGATION

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

CORRECTIVE ACTION

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

Y

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY and procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web

site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Alvord School District Chromebook Agreement 2022-2023

I acknowledge that we have received the following documents and will ensure that we have read and understood them, in full, prior to my child receiving their Chromebook.

- Alvord School District Chromebook Guide
- Alvord School District Chromebook Agreement
- Alvord School District ECS

Alvord ISD has inspected and confirm that the Chromebook issued is in good working order unless otherwise indicated.

I understand that, at all times, legal title to the equipment is maintained by Alvord Independent School District ("District") and is being loaned to the student for educational purposes for the academic school year.

The student's right of possession and use is limited to and conditioned upon the student's complete compliance with this Agreement, all applicable Board Policies and the Acceptable Use Policy.

Student Agreement

As a student, I agree that I will:

- Use my Chromebook for educational purposes.
- Follow the procedures and policies outlined in the Chromebook Guide and Alvord School District Acceptable Use Agreement both at school and at home.
- Protect my Chromebook by carrying it securely in my district---issued carrying case (if applicable) and preventing careless or malicious damage.
- Care for the equipment and ensure that it is maintained in accordance with manufacturer's instructions. (Found Under Technology on the AISD Website)
- Never leave my Chromebook unattended in an unsecure or unsupervised location.
- Plug in my Chromebook when returned to the cart each day.
- Promptly report all damages to or issues with my Chromebook to the designated employee.
- Never alter or attempt to change the management settings on my Chromebook or delete school---supplied software.
- Never share my Chromebook with other students or individuals.

- Never apply any marks, stickers, or other decorations to my Chromebook.
- Return my Chromebook to the school if allowed to bring the device home on a date to be requested or sooner if the student is discharged from the school prior to the end of the school year. The failure of the student to return the equipment in a timely manner will be considered unlawful appropriation of District property.
- Maintain the equipment in a manner to protect it from harm, including: not leaving the equipment exposed to direct sun for extended periods of time; avoiding dropping, throwing, or otherwise recklessly handling the equipment; not using the equipment in close proximity to food or drink, or otherwise placing the equipment in proximity to substances, such as liquids of any sort, potentially harmful to the equipment. I further agree to abide by any manufacturer recommendations which may be contained in the owner's manual, which can be located on Alvord ISD's Website under Technology. I represent that I have been provided an opportunity to review the owner's manual and agree to abide by the manufacturer's recommendations contained therein.

I understand that any violation of this agreement may result in the suspension or loss of my Chromebook and school network privileges. Additionally, I may face disciplinary action for such violations.

Parent Agreement

I understand that the responsibility of the family include:

- Ensuring my child meets the expectations outlined in the Chromebook Guide and the Alvord School District Acceptable Use Agreement.
- Protecting the Chromebook, within reason, against damage, loss or theft while it is at home (if allowed to bring home) or outside of school.
- Ensuring my child reports damage to the designated school employee promptly.

In consideration of the privileges and opportunities afforded by the use of AISD technology resources by the student, I hereby release the AISD, its employees and directors from any and all claims of any nature arising from the use or inability to use these resources, including but not limited to claims that may arise from unauthorized use of a Chromebook.

I agree to indemnify the District from any claim occurring during or resulting from the possession or use of the Chromebook, by student including, but not limited to any claim for infringement or violation of applicable trademarks and copyrights attributable to the student's use of the Chromebook and any claim of misuse of the equipment, including, but not limited to any claims which may arise from "cyber---bullying" or placing, receiving, or sending inappropriate issues or messages. However, if the student is deemed by the District to have used the equipment to violate Board Policies, I agree that the District can, among other disciplinary and preventative acts, seize the Chromebook and deny the student further access to the same.

I also understand that it is impossible for Alvord School District to restrict access to all controversial materials and I will not hold the District responsible for materials accessed with a District Chromebook.

I accept full responsibility for the use of the Chromebook while not in a school setting and understand that the Chromebook use by my child is subject to the same rules and requirements when used off-campus. I understand that the Chromebook privileges by my child may be suspended or revoked for violation of this agreement.

THE DISTRICT MAKES NO WARRANTY WITH REGARD TO THE SERVICE OR EQUIPMENT. OTHER THAN MANUFACTURER'S WARRANTIES, THERE ARE NO WARRANTIES EITHER EXPRESS OR IMPLIED WHICH ACCOMPANY THE EQUIPMENT OR SERVICES PROVIDED. ALL WARRANTIES ARE HEREBY DISCLAIMED BY THE DISTRICT AND WAIVED BY USER TO THE FULLEST EXTENT ALLOWED BY LAW, INCLUDING BUT NOT LIMITED TO, ANY AND ALL EXPRESS OR IMPLIED WARRANTIES OF MERCHANTABILITY, HABITABILITY, CONDITION, FITNESS FOR A PARTICULAR PURPOSE, AND WORKMANSHIP.

CAREFULLY READ THIS RELEASE AND INDEMNITY AGREEMENT. IT INCLUDES A RELEASE OF CLAIMS AGAINST THE DISTRICT AND ITS BOARD OF TRUSTEES, EMPLOYEES, AGENTS AND VOLUNTEERS, (CUMULATIVELY THE "DISTRICT") INCLUDING A RELEASE OF CLAIMS CAUSED BY THE NEGLIGENCE OR STRICT PRODUCTS LIABILITY OF THE DISTRICT. IN CONSIDERATION OF THE RECEIPT OF THE EQUIPMENT AND OPPORTUNITY TO USE THE SAME, ON BEHALF OF MYSELF AND, IF THE STUDENT IS UNDER THE AGE OF 18, THE STUDENT, I AND THE STUDENT RELEASE AND AGREE TO DEFEND, INDEMNIFY, AND HOLD HARMLESS THE DISTRICT FOR ALL CLAIMS,

DAMAGES, DEMANDS, OR ACTIONS ARISING FROM, RELATING TO OR GROWING OUT OF, DIRECTLY OR INDIRECTLY, MY POSSESSION OF THE EQUIPMENT, INCLUDING CLAIMS ARISING FROM THE NEGLIGENCE, SOLE OR CONTRIBUTORY, OF THE DISTRICT. THIS RELEASE IS TO BE CONSTRUED AS BROADLY AS POSSIBLE. IT INCLUDES A RELEASE OF CLAIMS AGAINST THE DISTRICT FOR THEIR, JOINT OR SINGULAR, SOLE OR CONTRIBUTORY, NEGLIGENCE OR STRICT LIABILITY, INCLUDING LIABILITY ARISING FROM THE ALLEGED VIOLATION OF ANY STATUTE (OTHER THAN THOSE WHICH PROTECT AGAINST DISCRIMINATION BASED ON RACE, AGE, SEX, OR OTHER CLASSIFICATION WHICH HAS EXPERIENCED HISTORICAL DISCRIMINATION), RESULTING FROM, RELATING TO, OR ARISING OUT OF, DIRECTLY OR INDIRECTLY, MY POSSESSION OF THE EQUIPMENT.

KNOWING THIS I ASSUME ANY RISKS.

Insurance Agreement

I understand that Alvord ISD is currently not requiring an Insurance agreement for use of the Chromebooks. I understand that should damage occur to the Chromebook assigned to my child due to intentional damage, I will be solely responsible for reimbursing the school for repair or replacement costs.

Student name: _____ Grade: _____

Parent signature: _____

******ONLY FOR NEW STUDENTS TO THE DISTRICT OR NEW ACCOUNTS CREATED FOR STUDENTS 12 AND UNDER ONLY******

Student Google Apps for Education Permission Form Alvord ISD

In order to facilitate our district's 21st Century Learning initiative, Alvord ISD will provide students with Google Apps for Education accounts in grades 2-12. Google Apps for Education includes free web-based programs like document creation tools, shared calendars, and collaboration tools. All of these resources are filtered and restricted according to our district's online policy. This service is available through an agreement between Google and Alvord ISD; however, according to the Children's Online Privacy Act of 1998, Google does require parental permission for students younger than 13 to use given names in account creation. Google Apps for Education is intended exclusively for educational use; and is the selected medium for our district's curriculum. The teachers of your student will be using Google Apps in the core curriculum for lessons, assignments, and communication. Google Apps for Education is also available at home, the library, or anywhere with internet access. If permission is not given for a child under 13 to have an account based on their given name; then an anonymous login will be created and assigned to the student for participation in online coursework. The account created will stay with them until they graduate.

Parent/guardian:

_____ I give permission for my child to be assigned a Google Apps for Education account using their given name. *ex. "jane.smith@students.alvordisd.net"*

_____ I do not give permission for my child to be assigned a Google Apps for Education account based on given name; but instead an anonymous account. *ex. "student12345@students.alvordisd.net"*

Student name: _____ Grade: _____

Parent signature: _____

Agreement for Participation in an Electronic Communications System

By signing below, the student agrees to take responsibility to access the Electronic Communications System Policies in the student handbook, to follow the provisions set forth in the ECS policies, and understands that violation of these provisions may result in suspension or revocation of the system. This access agreement must be renewed each academic year.

STUDENT USE OF TECHNOLOGY AGREEMENT

Student Name (Printed)

Grade

Student Signature

Date

SPONSORING PARENT OR GUARDIAN: USE OF INTERNET AGREEMENT

By signing below, the parent agrees to take responsibility to access the Electronic Communications System policies in the student Handbook, to support the provisions set forth in the ECS policies, and understands that violation of these provisions may result in suspension or revocation of system privileges for their student.

In consideration for the privilege of having access to and using the District's ECS and public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use the system, including, without limitation, the type of damage identified in the District's policy and administrative regulations.

Parent Name (Printed)

Parent or Guardian Signature

Date

Acuerdo para la participación en un sistema de comunicaciones electrónicas

Al firmar a continuación, el estudiante se compromete a asumir la responsabilidad a las políticas de sistema de comunicaciones electrónico en el manual del estudiante, para seguir las disposiciones establecidas en las políticas ECS y entiende que la violación de estas disposiciones puede resultar en la suspensión o revocación del sistema. Este acuerdo de acceso debe ser renovada cada año académico.

USO DE TECNOLOGÍA ACUERDO ALUMNOS

Student Name (Printed)

Grade

Student Signature

Date

PATROCINIO DE PADRE O TUTOR: USO DEL CONTRATO DE INTERNET

Al firmar abajo, el padre se compromete a asumir la responsabilidad a las políticas del sistema electrónico de comunicaciones en el estudiante manual, para apoyar las disposiciones establecidas en las políticas ECS y entiende que la violación de estas disposiciones puede resultar en la suspensión o revocación de privilegios de sistema para sus estudiantes.

En la consideración por el privilegio de tener acceso a y uso de ECS y redes públicas del distrito, desligo el distrito, sus operadores y cualquier institución con la cual están afiliadas de cualquier reclamación y daños y perjuicios de toda naturaleza derivados del uso de mi hijo, o incapacidad de utilizar el sistema, incluyendo, sin limitación, el tipo de daño identificado en la póliza del distrito y las regulaciones administrativas.

Parent Name (Printed)

Parent or Guardian Signature

Date

ALVORD INDEPENDENT SCHOOL DISTRICT

**ELECTRONIC COMMUNICATIONS SYSTEM ACCEPTABLE USE
POLICY**

-
Alvord Independent School District (District) offers Internet access for students and teachers primarily for educational purposes that allow access to expert knowledge transmitted through a variety of media. The use of the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. This document contains the Acceptable Use Policy (AUP) of the district for using the AISD Electronic Communication System (ECS or system). The District will provide training in proper use of the ECS which will emphasize the ethical and safe use of the Internet. The District will provide all users with copies of this policy through the student handbook and District's website.

-
Access to the District's Electronic Communications System shall be made available to students and employees in accordance with administrative regulations and all users are subject to the policies stated within this document. Access to the District's ECS is a privilege not a right. There can be no guarantee of privacy and some sites may contain information that is inaccurate or offensive to some users. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the ECS and shall agree in writing to comply with such regulations and guidelines.

Noncompliance with applicable regulations will result in disciplinary action consistent with District policies and regulations. Violations of law may result in the matter being turned over to the authorities and criminal prosecutions followed as well as disciplinary action by the District..

The Superintendent or designee will oversee the District's Electronic Communication System. Any violation of the purpose and goal of the District's network is considered inappropriate use. The system's administrators with review by the Superintendent, as needed, will deem what is inappropriate use of the ECS and their decision is final. Additionally, the system administrators may close an account at any time. Parents of all minor students will have the opportunity to restrict access of their child's access to the Internet or the posting of their images. Failure to actively restrict access will be considered acceptance of ECS usage and consent to post their images.

MONITORED USE

Electronic mail transmissions, Internet browsing and all other use of the ECS by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use of the District's system for educational or administrative purposes.

FILTERING

The District will maintain appropriate technology for filtering Internet sites containing material considered inappropriate or harmful to minors in compliance with the Children's Internet Protection Act (CIPA). All Internet access will be filtered to minors and adults as appropriate on computers with Internet access provided by the school.

System users and parents of students with access to the District's ECS should be aware that despite the District's use of technology protection measures, the Internet is a global network that may contain inaccurate and/or objectionable material. It should also be understood that material objectionable to some individuals may not be objectionable to others and the final determination if necessary will be made by the superintendent and district administration.

SYSTEM ACCESS

- Access to the District's Electronic Communications System is a privilege, not a right.
- All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines.
- Non-compliance with applicable regulations will result in disciplinary action consistent with District policies and regulations.
- Violations of law may result in criminal prosecutions as well as disciplinary action by the District.
- Access to the District's Electronic Communications Systems will be governed as follows:
 1. As appropriate and with the approval of the immediate supervisor, district employees will be granted access to the District's system.
 2. Students in grades PK through 12 will be granted access to the District's system by their teachers, as appropriate.
 3. Students in grades 2 through 12 will be assigned individual accounts as deemed necessary by the technology director or campus designee.
 4. Any system user identified as a security risk or having violated the District and/or campus computer use guidelines may be denied access to the District's system.

SCHOOL CONTROL

- The superintendent and technology director will oversee the District's Electronic Communication System.
- The principal or designee of each campus that affords students telecommunication network access shall cause records to be maintained that include:
 1. A yearly acknowledgement of technology policies signed by a parent or other responsible adult for each student who is afforded telecommunication access; all relevant passwords.
 2. A denial of permission for Internet access should parents decline the student's access to such.

3. Codes, account numbers, etc., provided to such students in connection with telecommunication access.

- The principal or designee is authorized to monitor or examine all system activities deemed appropriate to ensure proper use of the system.
- The district reserves the right to search the activities on the computer or device of any user of district owned computers or devices when reasonable suspicion dictates the need to do so.

DISTRICT RESPONSIBILITY

The technology director or designee for the District's ECS will:

- Be responsible for disseminating and enforcing applicable District Acceptable Use Policies.
- Ensure that all users of the District's system complete and sign an agreement to abide by District policies and administrative regulations regarding such use.
- Ensure that employees supervising students who use the District's ECS provide instruction emphasizing the appropriate use of this resource.
- Ensure that all software loaded on computers is consistent with District standards and needs and is properly licensed.
- Be authorized to monitor or examine all system activities, including electronic mail transmissions and Internet browsing as deemed necessary to ensure proper use of the system.
- Be authorized to maintain a retention schedule for email messages as required by law and to monitor media posting sites utilized by district employees or students as part of their educational experience. Any inappropriate postings will be removed.
- Set limits, if necessary for data storage within the District's system.

SUPERVISING TEACHER

The supervising teacher will have the following responsibilities regarding student usage of the District's ECS:

- Ensure that no student whose parent or responsible adult has denied permission to the Internet is allowed on the District's system. Alternative assignments must be provided for these students.
- Ensure that all students have a properly signed Acceptable Use Form and are aware of the District policy regarding the proper use of the District's Electronic Communication System.
- Provide training if needed to ensure students understand proper uses of the District's ECS and Internet.
- Monitor all students with the expectations that they abide by the District's Acceptable Use Policy.
- Do not leave students alone on computers or send them to classrooms where no supervision is present.
- The supervising teacher will not be responsible or liable for any student misuse by the student of the District's electronic network if said student has not followed the rules established in the District's Acceptable Use Policy.
- Teachers may have classes and/or activities that give students the opportunity to have pictures, announcements and /or examples of student work published on the District's Website. Teachers may publish student images but are responsible for ensuring no images are published in which permission has been denied.

The supervising teacher will not be responsible for any student's misuse of the Districts electronic network if said student has not followed the rules established in the District's Acceptable Use Policy.

ACCEPTABLE USE OF DISTRICT'S ELECTRONIC COMMUNICATION SYSTEM

The following standards will apply to all users of the District's Electronic Communications Systems:

- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- System users may not use system accounts of another person without written permission from the campus administrator or technology director or their designee, as appropriate.
- The ECS may not be used for illegal purposes, in support of illegal activities, for the purpose of profit, or any other activity prohibited by District policy or guidelines.
- Students may not distribute any home address, phone number, or personal information about themselves or others by means of the ECS.
- System users must purge electronic mail in accordance with established retention guidelines.
- No user will place any copyrighted software or data on any system connected to the District's ECS without written permission from the holder of the copyright.
- No user will plagiarize information received in any form.
- No user will share his/her password with anyone else.
- No user may attempt to circumvent the District's internet filtering process.
- No user may knowingly bring prohibited materials into the school's electronic environment.
- System users may not participate in unlawful online conduct such as but not limited to piracy, and copyright infringement, publishing defamatory information or committing fraud.
- No user may disrupt or interfere with other users, services or the District's technology network, or resources by but not limited to distributing viruses or spam, phishing, attempting to gain unauthorized access (hacking, stealing passwords) to network resources, the distribution of large quantities of information or data that overwhelms the system or any other form of electronic threat.
- System users may not send or post messages on the District's ECS that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, bullying, hate-based, or illegal.
- System users may not purposefully access materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, bullying, racially unacceptable, or illegal unless it is in the framework of an approved assignment (exception –assignments that are illegal cannot be made).
- Users of the District's ECS are prohibited from sending, sharing, viewing or possessing pictures, text messages, e-mails or other material of a sexual or socially unacceptable nature in electronic or any other form on a cell phone or other electronic device.
- System users may not spoof or pretend to be some else while emailing, posting messages, or creating accounts (e.g. text, images, audio or video).
- System users may not waste District resources related to the ECS.
- Computer games or simulation games are allowed when they are used to enhance current classroom curriculum or for student rewards as deemed appropriate by the classroom teacher and/or the district administration.

Additional acceptable use guidelines may be developed by individual campus or department entities, as may be necessary.

LIMITED PERSONAL USE

- Limited personal use of the ECS by an employee shall be permitted if the use:
- Imposes no tangible cost to the District.;
- Does not unduly burden District computers or network resources;
- Is not used for commercial or political purposes;
- Has no adverse effect on the employee's job performance or on a student's academic performance as determined by District administration.

NETWORK ETIQUETTE

All users will follow the guidelines of network etiquette which includes but is not limited to:

- Promoting a personal business, political advertising, or selling goods.
- Do not use profanity, vulgarities, ethnic or racial slurs, inflammatory language or any other inappropriate language as determined by school administrators.
- Transmitting obscene or sexually oriented messages, pictures or videos is prohibited.
- System users should be mindful that use of school related electronic resources to send mail or post messages might cause some recipients or other readers to assume they represent the District or school, whether or not that was the intention of the user.

VANDALISM

Any malicious attempt to harm or destroy District equipment or data or the data of another user of the District's ECS or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, stealing, intentional breaking, and the uploading or creating of computer viruses.

Vandalism as defined above may result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences.

DISCIPLINE

The guidelines for appropriate use stated in this document are applicable to all use of Alvord Independent School District computers and refer to all electronic communication systems and information resources, whether individually controlled, shared, standalone or networked. Disciplinary action for students, staff, and other users, shall be consistent with District policies and administrative regulations. The use of the District's ECS is a privilege and violations in the policies and guidelines stated herein may result in:

- Suspension from the ECS for a period of time;
- Revocation of access privileges/closing system account;
- Assigned to Temporary Alternative Placement;
- Termination of employment ;
- Other school disciplinary or legal action, in accordance with the Alvord Independent School District and campus policies and applicable laws.
- Specific disciplinary measures will be determined on a case-by-case basis.

DISTRICT WEBSITE

The District will maintain a District Website for the purpose of informing employees, students, parents and members of the community of District programs, policies, and current activities. Requests for

publication of information on the District Web site must be directed in digital form to the designated Webmaster. The technology director will establish guidelines for the development and format of web pages controlled by the district.

No personally identifiable information regarding a student will be published on a web site controlled by the district without written permission from the student's parent or guardian. Only first names will be published for students in grades PK-6 with permission from their parents. First and last names may be used for students in grades 7 through 12 with permission from their parents. No home addresses, phone numbers or other personal information will be used.

STUDENT/CLASS WEB PAGES

Students or classes may establish websites with the approval of the Technology Director and link them to the District's website. However, all material presented on the website must be related to the educational activities of the student. If the websites express opinions, the following notice must be included: "This is a student Web page. Opinions expressed on this page shall not be attributed to the District." Any links from a student's web page to sites outside the District's computer system must receive approval from the Technology Director.

INTELLECTUAL PROPERTY RIGHTS

Students shall retain all rights to work they create using the District's Electronic Communications System.

As agents of the District, employees shall have limited rights to work they create using the District's Electronic Communication System. The District shall retain the right to use any product created for its use by an employee even when the author is no longer an employee of the district.

STUDENT DATA

The educational staff of Alvord Independent School District may be given access to student performance data to evaluate for the purpose of instructional decisions that will increase the opportunity for student success. Results of individual student performance on academic skills assessment instruments administered are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974.

INFORMATION CONTENT/THIRD-PARTY SUPPLIED INFORMATION

System users and parents of students with access to the systems of the District should be aware that use of the system may provide access to other electronic communications in the global electronic network that may contain inaccurate and/or objectionable material.

- A student who gains access to such material is expected to discontinue the access as quickly as possible and to report the incident to the supervising teacher.
- A student knowingly bringing prohibited materials into the electronic environment of the school will be subject to suspension of access and/or revocation of privileges on the systems of the District and will be subject to disciplinary action in accordance with District policies.

DISCLAIMER

- The District’s ECS is provided on an “as is, as available” basis. The District does not make any warranties, whether express or implied, including without limitation those of merchantability and fitness for a particular purpose with respect to any services provided by the ECS and any information or software contained therein.
- The District shall not be liable for the inappropriate use by the user of the District’s ECS or violation of copyright restrictions, mistakes or negligence, or costs incurred by the user. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet. The District’s system will be used only for administrative and instructional purposes consistent with the Districts policies with the exceptions noted herein.
- The District assumes no responsibility that the content of any advice of information received by a student or employee from a source outside the Alvord Independent School District or that the information or software contained on the system is accurate or will meet the user’s needs.
- The district does not warrant that the functions or services performed by, or that the information or software contained on the ECS will meet the system user’s requirements, or that the ECS will be uninterrupted or error free, or that defects will be corrected.

SOCIAL MEDIA POLICY FOR FACULTY AND STAFF

The Alvord Independent School District realizes that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. To this aim, Alvord Independent School District has developed the following guideline to provide direction for instructional employees and the school district community when participating in online social media activities. Free speech protects educators who want to participate in social media, but the laws and courts have ruled that schools can discipline teachers if their speech, including online postings, disrupts school operations. The Alvord Independent School District social media guidelines encourage employees to participate in online social activities. But it is important to create an atmosphere of trust and individual accountability; keeping in mind that information produced by Alvord Independent School District teachers and students is a reflection on the entire district and is subject to the district's Acceptable Use Policy. By accessing, creating or contributing to any blogs, wikis, or other social media for classroom or district use, you agree to abide by these guidelines. Please read them carefully before posting or commenting on any blog or creating any classroom blog, wiki, podcast or any type of social media.

Personal Responsibility in the Use of Social Media such as Facebook, Blogs, Wikis and Twitter

- Alvord Independent School District employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- Online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face, and be in accordance with the highest professional Standards.
- Remember that blogs, wikis, podcasts and all other social media are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
- The lines between public and private, personal and professional are blurred in the digital world. By virtue of identifying yourself as an Alvord School District employee online, you are now connected to colleagues, students, parents and the school community. You should ensure that content associated with you is consistent with your work at Alvord School District.

- When contributing online do not post confidential student information.
- By posting your comments or having online conversations etc. on social media sites you are broadcasting to the world. Be aware that even with the strictest privacy settings what you ‘say’ online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a ‘private conversation’ may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to the school should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and by that token an extension of your professional life and your classroom. If it would seem inappropriate to put a certain photograph on the wall - is it really correct to put it online?
- Remember your association and responsibility with the Alvord School District in online social environments. If you identify yourself as a Alvord District employee, ensure your profile and related content is consistent with how you wish to present yourself with colleagues, parents, and students. How you represent yourself online should be comparable to how you represent yourself in person.
- Be cautious how you setup your profile, bio, avatar, etc.

An employee who uses electronic media to communicate with students shall observe the following:

- If an employee chooses to communicate with students via a social network page regarding school matters, the employee must create a professional social network page or account and only communicate through this professional page. The employee must allow district and campus level administrators and parents to access these social network pages or accounts. AISD employees are prohibited from communication with students through a personal social network page with one exception. Employees who are also parents of students can “friend” their child or child’s friend from a personal site; but this is not recommended by the district.
- Employees are prohibited from following students on student twitter accounts.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators.
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with any one or more currently-enrolled students.

- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- The employee will not put up any image of students who have not signed a media release form.
- Respect copyright and fair use guidelines. Be sure not to plagiarize and give credit where it is due. When using a hyperlink, be sure that the content is appropriate.