Hello Chaparrals!

We know that the 2020-2021 school year will present unique challenges. We also know that working together we will overcome any hurdle presented to us. We have a wonderful school district made up of talented students, families, teachers, staff, and community members. Aubrey ISD is committed to providing the very best educational experiences for our students. Our vision is to be a “World Class” school district and ensure our students are successful.

The Aubrey I.S.D. Mission Statement says, “The mission of the Aubrey I.S.D. Chaparral family is to inspire, nurture, and empower all students to realize their potential and to succeed in an ever-changing world.” We are on a mission to help our students prepare to take advantage of opportunities as they progress in their lives. We want our students to have choices: the choice of going to college, attending a technical school, pursuing their chosen career, joining the military, or whatever they may dream of doing as they grow. Students need to be prepared to meet the challenges of the 21st century. Our district is committed to providing students with experiences to fully prepare them to be successful in our ever-changing world.

To achieve our Vision and Mission, the school district works diligently to ensure our teachers and staff have what they need to deliver high quality instruction in the classroom. Our teachers engage in on-going professional development to stay current on research based instructional delivery. We work diligently to meet the varying needs of our students and families. We are focused on working with families to help our children succeed in a safe and nurturing environment.

Aubrey ISD is committed to providing successful and engaging co-curricular and extra-curricular activities. Our staff works hard to ensure all programs are given every advantage to succeed and help our students develop their individual gifts and talents. Our programs such as art, athletics, band, agriculture, cheer, Academic Decathlon, UIL Academics, theatre, etc... are vital to the overall experience of our students. As a school community, we believe these programs teach students many life lessons and provide great value to their growth and development.

None of this is possible without a strong relationship and commitment to collaborating with parents and the communities we serve. We are honored that you, our parents, have given our district the opportunity to work with and to educate your children. Thank you for your trust and support as we work to inspire, nurture and empower our children to succeed now and in the future. Being an Aubrey Chaparral is special!

I am proud to be part of Aubrey ISD because of the wonderful people that make up the district. Together we will make this a special time in the lives of students, staff, families, and our community.

Sincerely,

David Belding, Ed.D., Superintendent

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Aubrey Independent School District Contacts

**District Administration**
415 Tisdell Lane, Aubrey, TX 76227, (p) 940-668-0060, (f) 940-365-2627
Dr. David Belding, Superintendent of Schools, dbelding@aubreyisd.net
Terrie McNabb, Deputy Superintendent, tmcnabb@aubreyisd.net
Dr. Shannon Saylor, Assistant Superintendent, ssaylor@aubreyisd.net
Eric Hough, CFO, ehough@aubreyisd.net

**Early Bird Learning Center**
415 Tisdell Lane, Aubrey, TX 76227, (p) 940-668-0060 ext. 1701, (f) 940-365-2627
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**H.L. Brockett Elementary School**
900 Chestnut St., Aubrey, TX 76227, (p) 940-668-0036, (f) 940-668-0037
Courtney Siggers, Principal, csiggers@aubreyisd.net
Michelle Askew, Assistant Principal, maskew@aubreyisd.net

**Jackie Fuller Elementary School**
10825 Quicksilver Blvd., Aubrey, TX 76227, (p) 940-668-3800, (f) 940-668-3801
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**James A. Monaco Elementary School**
9350 Cape Cod Blvd., Aubrey, TX 76227, (p) 940-668-0000, (f) 940-668-0001
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**Aubrey Middle School**
815 West Sherman Drive, Aubrey, TX 76227, (p) 940-668-0020, (f) 940-668-0228
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**Aubrey High School**
510 Springhill Road, Aubrey, TX 76227, (p) 940-668-3900, (f) 940-668-3903
Matt Gore, Principal, mgore@aubreyisd.net
Lisa Deaver, Assistant Principal, ldeaver@aubreyisd.net
Pam Foster, Assistant Principal, pfoster@aubreyisd.net

**Disciplinary Alternative Education Campus**
421 Tisdell Lane, Aubrey, TX 76227, (p) 940-668-1830
Lynn Anderson, Director, landerson@aubreyisd.net
The Aubrey Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing educational services. Shannon Saylor, Assistant Superintendent, has been designated to coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972, as amended. Terrie McNabb, Deputy Superintendent, has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973.

The Aubrey Independent School District does not discriminate on the basis of disability by denying access to the benefits of District services, programs or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact the Superintendent.

The Aubrey Independent School District is a fully accredited institution through the Texas Education Agency. Aubrey ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

**Important Information**

**School Phone Numbers**

- Dr. David Belding, Superintendent 668-0060 ext. 1805
- Mrs. Terrie McNabb, Deputy Superintendent 668-0060 ext. 1810
- Dr. Shannon Saylor, Assistant Superintendent 668-0060 ext. 1807
- Mr. Eric Hough, CFO 668-0060 ext. 1800
- Mr. Keith Ivy, Athletic Director 668-3900 ext. 2540
- Mr. Matt Gore, Aubrey High School Principal 668-3900 ext. 2003
- Mrs. Lisa Deaver, Aubrey High School Assistant Principal 668-3900 ext. 2018
- Mrs. Pamela Foster, Aubrey High School Assistant Principal 668-3900 ext. 2013
- Mrs. Susan Holloway, Aubrey High School Counselor 668-3900 ext. 2019
- Mrs. Lisa Griffin, Aubrey High School Counselor 668-3900 ext. 2004
- Ms. Lynn Anderson, Aubrey High School Testing Coordinator/DAEP Director 668-3900 ext. 2014
- Mrs. Karen Wright, Aubrey Middle School Principal 668-0200 ext. 3003
- Mr. Kevin Hamlin, Aubrey Middle School Assistant Principal 668-0200 ext. 3011
- Mr. Jude Stanley, Aubrey Middle School Assistant Principal 668-0200 ext. 3004
- Mrs. Teana Coffman, Aubrey Middle School Counselor 668-0200 ext. 3005
- Mrs. Jessi Whitfield, Aubrey Middle School Counselor 668-0200 ext. 3012
- Ms. Courtney Siggers, H.L. Brockett Elementary Principal 668-0036 ext. 5303
- Mrs. Michelle Askew, H.L. Brockett Elementary Assistant Principal 668-0036 ext. 5301
- Mrs. Tina Milacek, H.L. Brockett Elementary Counselor 668-0036 ext. 5306
- Mrs. Barbara Pitt, James A. Monaco Elementary Principal 668-0000 ext. 4004
- Mr. Brett Dobbs, James A. Monaco Elementary, Assistant Principal 668-0000 ext. 4005
- Ms. Wendi Dowd, James A. Monaco Elementary Counselor 668-0000 ext. 4007
- Mrs. Kari Abrams, Jackie Fuller Elementary Principal 668-3800 ext. 6005
- Mrs. Tabitha Hellman, Jackie Fuller Elementary Counselor 668-3800 ext. 6017
- Mrs. Pam Bloedel, Early Bird Learning Center, Director 668-0060 ext. 1701
- Chief Scott Collins, Aubrey ISD Police Department 668-3900 ext. 2201
- Mrs. Cindy Snyder, AHS/MES/FES R.N. 668-3800 ext. 6021
- Mrs. Sandy Underwood, AMS/BES/EBLC R.N. 668-0036 ext. 5007
- Mrs. Carrie Jackson, AISD Lead Counselor/Homeless, Foster Care Liaison 668-0200 ext. 3038
- Chris Millican, Cybersecurity Coordinator 668-0060 ext. 1855
- Mrs. Sherry Clement, Child Nutrition Director 668-0060 ext. 1814
**School Board Trustees**
Dr. Joey Saxon, President  
Mr. Jody Gonzalez, Vice President  
Mrs. Annette Crooks, Secretary  
Mr. Jim Milacek, Member  
Mrs. Colleen Dow, Member  
Mr. Trey Duncan, Member  
Mr. Carlos Urquidez, Member  

**Please Note:** School Board meetings are held on the 3rd Wednesday of each month beginning at 6:30PM. Meetings are held at the Aubrey ISD board room.

**District Website:** [www.aubreyisd.net](http://www.aubreyisd.net)
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Aubrey ISD Mission, Vision, and Values

MISSION
The mission of the Aubrey I.S.D. Chaparral family is to INSPIRE, NURTURE, and EMPOWER all students to realize their potential and to succeed in an ever-changing world.

VISION
INSPIRE Passion EMPOWER Excellence
NURTURE Innovation

WE are AUBREY Independent School District
Challenging ourselves to be World Class

VALUES
The Aubrey ISD family values:
INTEGRITY | COMPASSION | SERVICE
RESPECT | LOYALTY | EXCELLENCE
## Aubrey ISD 2020-2021 Calendar

Elementary days: 7:45 a.m. to 3:20 p.m.  
Middle School days: 8:00 a.m. to 3:35 p.m.  
High school days: 8:00 a.m. to 3:38 p.m.

### Aubrey Independent School District  
**2020-2021 School Calendar**

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**Grading Periods**  
- 1: 17-Aug to 16-Oct: 42 days  
- 2: 19-Oct to 18-Dec: 40 days  
- 3: 5-Jan to 19-Mar: 44 days  
- 4: 22-Mar to 26-May: 47 days

**Semester Breaks**  
- 1: 19-Aug to 18-Dec: 82 days  
- 2: 6-Jan to 26-May: 91 days

**Total Number of Instructional Days:** 173  
**Preparation/Inservice Days:** 14

**Indicators**  
- **1st Day of School**  
- **In Lieu/Staff Development**  
- **Student Holiday/Teacher Staff Development**  
- **Student/Teacher Holiday/All Offices Closed**  
- **Early Release ALL SCHOOLS**  
- **Bad Weather Day (if needed)**  
- **Nine Week Period (begin and end)**  
- **New Teacher Academy**  
- **Parent Conference (window of opportunity)**  
- **COVID-19 Make-up Days**

Board Reviewed July 22, 2020   
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Preface

Parents and Students:
Welcome to the new school year!
Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Aubrey ISD Student Handbook is a general reference guide that 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 Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a 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.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Aubrey ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.aubreyisd.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 your child’s campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.
For questions about the material in this handbook, please contact your child’s principal.
Complete and return to the student’s campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information,
- 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
- Consent/Opt-Out Form.

[See Objecting to the Release of Directory Information on page 16 and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation on page 17 for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at https://pol.tasb.org/Home/Index/388.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Assistant Superintendent of Human Resources and Student Services.
Section I: Parental Rights
This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service
Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

The district will not provide a mental health care service to a student except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. 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 a possible need for intervention and provide information about available counseling options.

1. Students, Faculty, and Staff will be given instructions to report any concerns regarding a student's mental health to their counselor.
2. The campus counselor will interview the student and/or others to assess the student's needs.
3. If the student is a potential suicide risk the campus counselor will follow the district's suicide protocol and notify a parent immediately.
4. If the student is not a suicide risk but does have warning signs of mental health concerns or substance abuse, the counselor will contact a parent within 24 hours to discuss the concerns.
5. The counselor will report all concerns to the appropriate AP and to the district mental health liaison, who will follow up with the family to offer additional support and resources.

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, Carrie Jackson, can be reached at cjackson@aubreyisd.net and/or 940-668-0200 ext. 3038 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

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 Display a Student’s Original Works and Personal Information
Teachers may display a student’s work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

• Artwork,
• Special projects,
• Photographs,
• Original videos or voice recordings, and
• Other original works.
However, the district will seek parental consent before displaying a student’s work on the
district’s website, a website affiliated or sponsored by the district (such as a campus or classroom
website), or in district publications, which may include printed materials, videos, or other
methods of mass communication.

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

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

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

State law permits the school to make a video or voice recording without parental permission
when it:
• Is to be used for school safety,
• Relates to classroom instruction or a cocurricular or extracurricular activity,
• Relates to media coverage of the school, or
• Relates to the promotion of student safety as provided by law for a student receiving special
education services in certain settings.
In other circumstances, the district will seek written parental consent before making a video or
voice recording of a student.

**Limiting Electronic Communications between Students and District Employees**

The district permits teachers and other approved employees to use electronic communications
with students within the scope of professional responsibilities, as described by district guidelines.
For example, a teacher may create a social networking page for his or her class to relay
information regarding class work, homework, and tests. A parent is welcome to such a page.
However, text messages sent to an individual student are only allowed if a district employee with
responsibility for an extracurricular activity must communicate with a student participating in
that activity.
The employee is required to include the student’s parent as a recipient on all text messages. And
the employee is required to include his or her immediate supervisor and the student’s parent as
recipients on all text messages.
A parent who does not want his or her child to receive one-to-one electronic communications
from a district employee should 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 assignments);
- 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 this information. Any objection must be made in writing to the principal within ten school days of the student’s first day of instruction for this school year. [See Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information, included in the forms packet.]

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: photograph; degrees; honors; and awards received; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of his or her child’s information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name; address; degrees; honors and awards received; dates of attendance; grade level; enrollment status; and participation in officially recognized activities and sports. If a parent does not object to the use of the student’s information for these purposes, the school must release this information when requested by an outside entity or individual.

Note: Review Authorized Inspection and Use of Student Records on page 21.

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’s 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, and

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• Telephone listing. 
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*

A student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- 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;
- Relationships privileged under law, such as relationships with lawyers, physicians, 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 to participate in or receive financial assistance under a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For more information, see policy EF(LEGAL).]

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child’s participation in:

- Any survey concerning private information listed above, regardless of funding.
- School 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.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, 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.]

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.

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

Human Sexuality Instruction

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials. State law requires that the district provide written notice before each school year of the board’s decision to provide human sexuality instruction.

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.

Per state law, here is a summary of the district’s curriculum regarding human sexuality instruction:

The **Wait Training** curriculum was developed specifically to educate, equip and inspire young people to protect their heart, body, mind and spirit (a key component for abstinence education to be successful). **Wait Training** is an abstinence and relationship education curriculum offered to students in the **sixth and eighth grade as well as in high school health education courses**.

During the **Wait Training**, students learn about:
1. personality types and improving communication;
2. the progressive steps of intimacy;
3. clever, confident ways to say “no” to sexual activity;
4. vital information and skills for friendship, dating and compatibility;
5. practical steps for forming healthy boundaries and respectful, healthy relationships;
6. how to dream and make plans for the future;
7. the physical, intellectual, emotional, social and spiritual risks of sexual activity.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or
other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district’s SHAC. (See the campus principal for details.)

**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 a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

**Reciting the Pledges to the U.S. and Texas Flags**

A parent may request that his or her 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 made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See Pledges of Allegiance and a Minute of Silence on page 90 and policy EC(LEGAL).]

**Religious or Moral Beliefs**

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent’s religious or moral beliefs. The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student 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, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days 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.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student’s teacher.]

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

**Instructional Materials**

A parent has the 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. A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

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**

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her 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**

- A parent may review his or her child’s 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 the child, as the term “intervention strategy” is defined by law,
• State assessment instruments that have been administered to the child, and
• Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at Objecting to the Release of Directory Information on page 16, 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; and

• File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
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 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 restricted to an eligible student or a student’s parent—whether married, separated, or divorced—unless the school receives 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 district officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would 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 school committee 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.

“Legitimate educational interest” in a student’s records includes 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 to the school and the student; or investigating or evaluating programs.

• 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. [To prohibit this
disclosure, see *Objecting to the Release of Directory Information* on page 16.]

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 principal is the custodian of all records for students who have withdrawn or graduated.
A parent or eligible student who wants to inspect the student’s records should submit a written
request to the records custodian identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or
designee will be available to explain the record and to answer questions.

A parent or eligible student who submits 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 the records.
The address of the superintendent’s office is 415 Tisdell Lane, Aubrey, Texas, 76227.
The address of the principal’s office are: Aubrey High School, 510 Springhill Road, Aubrey, TX
76227; Aubrey Middle School, 815 W Sherman Drive, Aubrey, TX 76227; Brockett Elementary,
900 Chestnut Street, Aubrey, TX 76227; Monaco Elementary, 9350 Cape Cod Blvd, Aubrey, TX
76227.

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 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 after the hearing the
records are not amended, the parent or eligible student has 30 school days to place a statement 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 complaint process found in policy
FNG(LOCAL). A grade issued by a 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 guidelines.
[See *Finality of Grades at FNG(LEGAL)*, *Report Cards/Progress Reports and Conferences*
on page 93, and *Complaints and Concerns* on page 48.]

The district’s student records policy is found at policy FL(LEGAL) and (LOCAL) and is
available at the principal’s or superintendent’s office or at
Note: The parent’s or eligible student’s right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher’s personal notes about a student shared only with a substitute teacher—do not have to be made available.

**Teacher and Staff Professional Qualifications**

A parent may request information regarding the professional qualifications of his or her child’s teachers, including whether the teacher:

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

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

**A Student 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 a 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](http://www.texaspublicschools.org).
**Parental Role in Certain Classroom and School Assignments**

**Multiple-Birth Siblings**

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms. Written requests must be submitted by the 14th day after the students’ enrollment. [See policy FDB(LEGAL).]

**Safety Transfers / Assignments**

A parent may:
- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

Transportation is not provided for a transfer to another campus. See the campus principal for more information. [See Bullying on page 36, and policies FDB and FFI.]
- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of his or her child to a neighboring district if the child has been the victim of 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 the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

**Student 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 written request 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.

**A Student in the Conservatorship of the State (Foster Care)**

A student in the conservatorship (custody) of the state 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 or school’s 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.

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 a diploma from the previous district if the student meets its graduation criteria.

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 applications for admission or 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 examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See Credit by Examination for Advancement/Acceleration on page 51, Course Credit on page 51, and A Student in Foster Care on page 101 for more information.]

**Students Who are Homeless**

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.

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;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
• Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing. If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student 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.

[See Credit by Examination for Advancement/Acceleration on page 51, Course Credit on page 51, and Student who are Homeless on page Error! Bookmark not defined. for more information.]

A Student Who Has Learning Difficulties or Who Needs 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 parent 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 Terrie McNabb at 940-668-0060.

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 Terrie McNabb at 940-668-0060.

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
• Special Education Information Center
• Texas Project First

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives 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 the parent or guardian to request that other students residing in the household be transferred to the same campus—if the 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 other children in the household. The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks 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 class work in English.

If the student qualifies for these 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.

A Student with Physical or Mental Impairments Protected under Section 504

A student with 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 protections 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 whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.
[See policy FB.]

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services on page 27 for more information.]
Section II: Other Important Information for Parents and Students

Topics in this section of the Student Handbook contain 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 Shannon Saylor at 940-668-0060.

Absences / Attendance

The district may excuse the temporary absence of a student for any reason that is acceptable to the teacher, principal or superintendent in accordance with district guidelines. However, the student’s excused absence will **not be** counted for funding purposes. Aubrey ISD accepts two parent notes per semester for an absence to be labeled as “excused.”

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

Aubrey ISD has designated the following position(s) to serve in the capacity of a School Attendance Officer:

**Assistant Principal**

**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.]

**Between Ages 6 and 19**

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.

**Prekindergarten and Kindergarten**

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

**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; and
- 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 the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences 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. [See page 24.]

**Secondary Grade Levels**

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving 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; and

• An election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

**Failure to Comply with Compulsory Attendance**

**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.

**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.

**Between Ages 6 and 19**

When a student between ages 6 and 19 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 parent. 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 Shannon Saylor. 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 parent 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).]

**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, who 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 percent 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.]

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 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).
All absences, excused or unexcused, may be held against a student’s attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under Exemptions to Compulsory Attendance on page 32 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences
  - The committee will consider whether the student or student’s parent had any control over the absences.
- 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 discuss 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).

**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 9:00AM which is during the second instructional hour 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. 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. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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.

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

Within two days of returning to school, a student absent for more than five 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 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 license.

**Accountability under State and Federal Law**  
*(All Grade Levels)*

Aubrey 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.aubrevisd.net](http://www.aubrevisd.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](http://www.aubrevisd.net) and the [TEA homepage](http://www.aubrevisd.net).
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 on November 15, 2019 at 8:00AM at Aubrey High School. Please contact the principal for information about this opportunity.

After School Childcare for Elementary

Quality after school childcare is available for elementary students Monday through Friday until 6:30 p.m. from AlphaBest. Please call 972-668-0640 for information or visit the website at www.alphabest.org.

Backpacks/Bookbags

Backpacks/book bags with rollers can cause tripping which is a safety concern. They are especially cumbersome and unsafe at school and on the school bus. Therefore, they are restricted from use at Aubrey ISD. Middle school students are required to leave backpacks in their lockers during school due to space restrictions in the classrooms. High School students are to keep their backpack in their locker or designated space inside the classroom.

Bicycle Riders

Bicycle racks are available at the elementary school campuses that students may use to park their bikes. We strongly recommend that students who ride bicycles to school wear helmets and ride in groups. Please review safety rules with your child. Upon entering the school zone, a student must get off his/her bicycle and walk it inside the school area. When leaving school, bicycles must be walked out of the school zone.

Bullying

(All Grade Levels)

Bullying is defined in state law 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 state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.
The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other 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. A student may anonymously report an alleged incident of bullying by emailing tips@aubreyisd.net.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. 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, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments on page 25.]

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).

[See Safety Transfers/Assignments on page 25, Dating Violence, Discrimination, Harassment, and Retaliation on page 52, Hazing on page 72, policy FFI, the district’s Student
Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in all sixteen career clusters. Admission to these programs is based on an application process and/or coherent sequence of courses taken at Aubrey High School. Additional information can be found on the AHS Counselor page.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or 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.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age 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 assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 86 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.  
[See **Food Allergies** on page 74.]

**Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children**  
**All Grade Levels**

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at [www.aubreysd.net](http://www.aubreysd.net). Trafficking includes both sex and labor trafficking.

**Warning Signs of Sexual Abuse**  
**All Grade Levels**

Board Reviewed July 22, 2020
As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. 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.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- 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;
- Sexually suggestive behavior;
- 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]

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

(All Grade Levels)

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

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and 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.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding 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 (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

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

(All Grade Levels)
The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex 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](#)

**Warning Signs of Sex Trafficking**

(All Grade Levels)
Sex 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;
• Owing 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.

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

The designated Top 10% shall be those students whose grade point average falls within the top ten percent of the total number of graduating.

The grade point average (GPA) is calculated from each semester grade (Grades 9-11), plus the first semester grade and 3rd nine-weeks grades earned in Grade 12. The high school’s weighted GPA system will be used for any high school credit courses taken during Grades 9-12. Students enrolled in Dual-Credit courses will receive a midterm grade posted by the college. This midterm grade will be used as the 3rd nine-week grade and will be calculated in the student’s final GPA.

During a school closure or a voluntary remote learning situation, grades and grade point average calculations will remain in place as stated in this section.

Class rank shall be calculated by averaging weighted and un-weighted grade points earned on each semester grade of courses taken the first time in grades 9-12. Retaking a course for credit will not impact GPA as only the initial course counts toward GPA. Weighted and un-weighted courses are described in the Academic Course Guide that can be found on the AHS Counselors’ Webpage. All courses count in the GPA with the exception of:
• Correspondence courses for acceleration and/or credit recovery
• Summer school courses for acceleration and/or credit recovery
• Credit by examination for acceleration and/or credit recovery
• Any computer instruction-based courses used for acceleration and/or credit recovery with the exception of credits earned through the CHOICES Program.
• Local credit courses
• Physical education, athletics, band, color guard, academic decathlon, including dual-credit PE courses

Additional grade point average calculation policy can be found in the AHS Academic Course Guide on the Counselors’ webpage.

**Honor graduates** shall be those students deemed as the Top 10% of the graduation class who do not have any failing grades in any semesters in any courses.

**Texas Scholars** shall be those graduating seniors who have completed at least two courses while in high school eligible for college credit (Dual-Credit, Advanced Technical Credit or Advanced Placement courses).

**Texas Automatic College Admission**

*Explanation of Eligibility for Automatic College Admission*

Under the Automatic Admission policy (Texas Education Code §51.803), Texas students may be eligible for automatic admission to a state college or university as an undergraduate student if they meet certain criteria. To qualify for automatic admission, a student **must**:

1. Earn a grade point average in the **top 10 percent*** of his/her high school graduating class,
2. Graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense),
3. Successfully complete the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) (or the equivalent if enrolled in private school) or satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam or earn a score of at least 1,500 out of 2,400 on the SAT college entrance exam, and
4. Apply for admission to a state college or university within the first two school years after graduation from high school.

Students who meet the criteria for automatic admission must submit an application before the deadline set by the college or university to which they are applying. Students must also provide a high school transcript or diploma that indicates whether they have satisfied or are on schedule to satisfy the requirements of the RHSP or DAP.

**Admission and Enrollment**

State colleges and universities may admit a student accepted under the Automatic Admission policy for either the fall semester of the academic year for which the student applied or for the summer session that precedes that fall semester. Additionally, the admitting college or university may require that applicants in need of additional preparation for college-level work enroll in enrichment courses or programs during the summer immediately after the student is admitted. Colleges and universities are required to admit an applicant as an undergraduate student if the applicant is the child of a public servant who was killed or fatally injured in the line of duty and who meets the minimum entrance requirements set by the college or university.
*The University of Texas at Austin*

Beginning with admissions for the 2011-2012 school year, The University of Texas at Austin (UT) is no longer required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. For the 2011-2012 academic year, UT has determined that it will automatically admit all eligible applicants who rank within the **top 8%** of their high school graduating classes. For the 2012-2013 academic year, UT has determined that it will automatically admit all eligible applicants who rank within the **top 9%** of their graduating classes. Please note that students admitted to UT under the Automatic Admission policy will be required to complete at least 6 semester credit hours during evening or other low-demand hours in order to ensure the efficient use of available classrooms.

**Additional Resources**

For the complete text of this statute, please refer to the Texas Education Code (TEC), §51.803, available online at [http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.803](http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.803).

For questions related to the Automatic Admission policy, please visit the Texas Education Agency’s Automatic College Admission webpage at [http://www.tea.state.tx.us/index2.aspx?id=2147485632](http://www.tea.state.tx.us/index2.aspx?id=2147485632).

A list of state colleges and universities appears in TEC §61.003(3), general academic teaching institutions, available online at [http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm#61.003](http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm#61.003).

**Transfer Credit**

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

<table>
<thead>
<tr>
<th>Conversion Scale</th>
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<tbody>
<tr>
<td>A+</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<td>C+</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
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</tbody>
</table>
**Aubrey High School Grade Point System**
The grade point system will use averaging based on the following system to determine valedictorian, salutatorian, honor graduates, and class rankings of graduating seniors.
Grade points shall be awarded according to the following schedule regardless of whether or not credit is awarded:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Regular Courses</th>
<th>Pre-AP, AP, Dual Credit, Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>99</td>
<td>3.9</td>
<td>4.9</td>
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<tr>
<td>98</td>
<td>3.8</td>
<td>4.8</td>
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<tr>
<td>97</td>
<td>3.7</td>
<td>4.7</td>
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<tr>
<td>96</td>
<td>3.6</td>
<td>4.6</td>
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<td>95</td>
<td>3.5</td>
<td>4.5</td>
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<td>94</td>
<td>3.4</td>
<td>4.4</td>
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<td>93</td>
<td>3.3</td>
<td>4.3</td>
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<td>92</td>
<td>3.2</td>
<td>4.2</td>
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<tr>
<td>91</td>
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<tr>
<td>90</td>
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<td>2.1</td>
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<tr>
<td>70</td>
<td>1.0</td>
<td>2.0</td>
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<tr>
<td>69 and below</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

[For further information, see policy EIC and the AHS Academic Handbook.]

**Valedictorian/Salutatorian**
To be eligible for valedictorian or salutatorian honors, a student shall be required to meet the following requirements:

1. Have attended the District high school for both full semesters of his or her junior and senior year; and
2. Be graduating under the most advanced graduation program in effect for his or her class.

The candidate with the highest class rank shall be named valedictorian. The candidate with the second highest class rank shall be named salutatorian. In the case of a tie for the valedictorian position, the District shall honor co-valedictorians; in the case of a tie for the salutatorian position, the District shall honor co-salutatorians.

The District will award the highest-ranking graduate scholarship provided by the state to the true highest-ranking graduate.

[For further information, see policy EIC.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. 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.

AISD administrators take great care in creating optimally balanced classes and schedules, while still assuring that students are taking required courses. Therefore, changing a student’s class or schedule could possibly alter that balance and must be given serious consideration by the administration.

Middle School

During the spring semester, all students pre-register for the upcoming year’s courses. A student may request changes to his/her schedule up to and including the fifth school day. After the fifth day, the student’s schedule may not be changed. If a student fails the math or reading portion of the State test, he/she will be provided accelerated and/or compensatory educational services as per state and local policy [See EHBC(local)].

High School

Students may request a course selection change (from one course to another, but not from one teacher to another) for a period of time set by the administration at Aubrey High School – usually due by May 1 of the previous school year. Requests will be granted if at all possible, with the approval of the principal. No schedule changes will be made after the date set by the administration except in emergency situations. Grades earned in a class will transfer without change to the new class when schedule changes are made after a semester begins. This includes transfers from upper level courses to lower level courses (i.e. AP /Pre-AP/Dual-Credit to regular education courses).

All students classified as a Grade 9 or Grade 10 students are required to be enrolled in 8 classes. All Grade 11 and Grade 12 students are required to be enrolled in enough classes to meet ADA requirements and be considered a full-time student, as well as meeting all graduation requirements on a four-year plan. Any class period for which courses are not scheduled must be consecutive at the beginning or end of the day. Students who have completed all STAAR testing requirements may opt for off periods. 11th graders are required to be enrolled in seven classes and 12th graders are required to be enrolled in six classes.
College and University Admissions and Financial Aid
(Secondary Grade Levels Only)

For two school years following graduation, a district student who graduates as valedictorian, 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 2020 terms or spring 2021
term, the University will admit the valedictorian or 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 of 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 41 for information specifically related to
how the district calculates a student’s rank in class, and requirements for Graduation on page 67
for information associated with the foundation graduation program.]
[See Students in the Conservatorship of the State (Foster Care) on page 25 for information
on assistance in transitioning to higher education for students in foster care.]
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 North Central Texas College, University of Texas – Permian Basin, University of Texas OnRamps, and Texas Woman’s University which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All 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—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. [See Safety on page 94 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child’s school will request that you provide contact information, such as your phone number 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 the school’s mission, so prompt notification of any change in 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. [See Safety on page 94 for information regarding contact with parents during an emergency.]
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, available on the district’s website at www.aubreyisd.net. A copy of the complaint forms may be obtained in the superintendent’s office.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

As required by law, 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 any periods of instruction during the summer months, 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 Coordinators

By law, 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 contact information for each campus behavior coordinator is available on the district’s website at www.aubreyisd.net and listed below:

- Monaco Elementary School
  - Brett Dobbs, Assistant Principal, bdobbs@aubreyisd.net
- Brockett Elementary School
  - Michelle Askew, Assistant Principal, maskew@aubreyisd.net
- Fuller Elementary School
  - Kari Abrams, Principal, kabrams@aubreyisd.net
- Aubrey Middle School
  - Kevin Hamlin, Assistant Principal, Grade 6, Grade 7 last name L-Z, khamlin@aubreyisd.net
  - Jude Stanley, Assistant Principal, Grade 8, Grade 7 last name A-K, jstanley@aubreyisd.net
- Aubrey High School
  - Lisa Deaver, Assistant Principal, Grades 11-12, ldeaver@aubreyisd.net
  - Pam Foster, Assistant Principal, Grades 9-10, pfoster@aubreyisd.net
Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state 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.

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 will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework 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 students to earn college credit;
- Availability of tuition and fee 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.

**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 make an appointment. 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.

[See Substance Abuse Prevention and Intervention on page 102, Suicide Awareness and Mental Health Support on page 102, and Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence on page 38.]

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing 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 semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student’s combined average be 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 (Grades 6-12)

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 nonaccredited 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 take an examination to earn credit 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. The dates on which examinations are scheduled during the 2019–20 school year will be published in appropriate district publications and on the district’s website.
The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by 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. During each testing window provided by the district, a student may attempt a specific examination only once.

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.]

**Kindergarten Acceleration**

**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 the 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)**

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, 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 and in the superintendent’s office or [www.aubreyisd.net](http://www.aubreyisd.net). [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. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. 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.

**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.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

**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 based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be
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 parent. [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

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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).

Debts

A student who owes money for library fines, lost or damaged textbooks, dues, uniforms, equipment or property damage, etc. may have all records blocked until indebtedness is cleared with the campus office.

Deliveries

All flowers, balloons and other gifts will be delivered to students at the end of the school day in order to avoid disruption of classes. Balloons are not allowed on school buses for safety reasons. Food deliveries by persons not listed on the enrollment form are prohibited. Food may only be delivered by a parent/guardian.

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 52.]

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 available through the campus counselor.

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 63.] 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.
If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the campus principal, 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 the campus principal.

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.

Each campus has a school yearbook that is available to students.

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

Nonschool Materials

From Students
Students must obtain prior approval from the the campus principal before selling, posting, circulating, or distributing more than ten 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.

Each principal has designated the front office as the location for approved nonschool 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
Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, 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 to the principal for prior review. The 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 principal has designated the front office 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 noncurriculum-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.

**Driver’s License/VOE forms (HS only)**

Students needing a TEA Verification of Enrollment and Attendance Form must submit a request to the high school office and allow three working days for processing of the form. The form will not be processed if the student is not in good attendance standing for the preceding semester. These forms are valid for 30 days during the regular school year and for 90 days during the summer.

**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:

**Shirts**

Acceptable
- Polo-style shirts with collars, long or short sleeve
- Dress-style shirts or blouses with collars, long or short sleeve
- Aubrey ISD spirit t-shirts must be in red, white, blue or gray. The shirts have to be screen-printed red, white, blue or gray and have no added decoration. The only colors they can have on them are red, white, blue or gray.
- Turtlenecks
- Shirts can be no longer than where your fist naturally falls by your side.
- Shirts fastened no lower than 3 inches from the top of the collar.
- Shirts must be appropriately sized.

Unacceptable
- Sleeveless or cap sleeves are not acceptable.
- See-through, sheer, or mesh fabrics are not acceptable.
- Shirts that reveal skin around the waist when the student is sitting, bending, or reaching are not acceptable.
• A shirt that displays ANY name, symbol, slogan, or store/designer brand that is larger than 1.5” X 1.5” (excluding spirit wear) is not acceptable (limited to one per article of clothing).
• Shirts that contain or symbolize any provocative, offensive, violent, drug, tobacco, macabre, gothic, or gang references are not acceptable.
• Tank tops, sleeveless, spaghetti strapped or camisole type shirts may not be worn even over collared or other acceptable shirts. (No layering of shirts except those worn under an approved collared shirt or spirit t-shirt)

**Pants/Shorts/Capris/Skirts/Skorts**

**Acceptable**
- Solid color pleated or flat front docker-style slacks appropriately hemmed with no holes, frays, or patches
- Solid color denim jeans appropriately hemmed with no holes, frays, or patches
- Solid color capris, walking style shorts (including cargo type), skirts or skorts with no holes, frays, or patches and a hem (including the slit, kick-pleat) no shorter than three inches above the knee
- Pants must be worn at the waist at all times.
- Pants must be appropriately sized.
- Belts must be worn (optional for grades K-5).

**Unacceptable**
- Sagging or bagging pants are not acceptable.
- Leisurewear, sweats or athletic wear, ballerina or dance wear, pajama, suede, leather, spandex, mesh, net, or tulle fabrics are not acceptable.
- Overall pants, shorts or dresses are not acceptable.

**Dresses, Tunics, Jumpers, Rompers**

**Acceptable**
- Dresses, tunics, jumpers, and rompers must be long or short sleeved, with a hem (including the slit, kick-pleat) must be no shorter than three inches above the knee.
- Dresses, tunics, or jumpers must be appropriately sized.

**Unacceptable**
- Sleeveless, spaghetti strapped, camisole type or cap sleeved dresses or tunics are not acceptable at any time.
- See-through, sheer, or mesh fabrics are not acceptable.

**Shoes, Socks, Hose/Tights**

**Acceptable**
- Tennis or other athletic shoes
- Sandals originally manufactured with a heel strap
- Dress shoes or other shoes manufactured with a heel strap
- Shoes must have a rubber, leather, hard plastic or other durable sole
- Solid, unadorned, hose/tights/leggings/jeggings worn under a dress that follows all dress regulations above
- Shoes must be appropriately sized
Unacceptable
- Military type boots, flip-flops, house-shoes, slippers, and water shoes are not acceptable.
- Mismatched shoes and socks are not acceptable.
- Print or multicolored hose/tights are not acceptable

Outerwear: Sweaters, Jackets, Coats, Sweatshirts, and Hoodies

Acceptable
- Outerwear may be worn if appropriate to the weather conditions.
- Sweaters, hoodies, and sweatshirts must be worn over a shirt that follows all shirt regulations above.
- Jackets and coats worn over a shirt that follows all shirt regulations above.
- Outerwear must be appropriately sized.

Unacceptable
- Sleeveless or cap sleeved outwear is not acceptable.
- Outerwear that contains or symbolizes any provocative, offensive, violent, drug, tobacco, macabre, gothic, or gang references are not acceptable.
- Trench coats or dusters are not acceptable.

Hair/Grooming

Acceptable
- Young men and women must be clean and neatly groomed.
- Students’ hair must be a natural color or shade and remain out of the eyes.
- Students’ hair must have a style that is not distracting for other students.
- Male students must be clean shaven and side-burns must not extend beyond the earlobes.
- Male students’ hair length must not extend past the mid-point of the collar of a dress shirt, below the earlobe, or below the eyebrows.

Unacceptable
- Ponytails are not acceptable for male students.
- Feathers worn in the hair are not acceptable.
- Engravings, mo-hawks, or other distracting styles are not acceptable.
- Hair grooming products such as combs, picks, or rollers worn in the hair are not acceptable.

Other Guidelines
- Hats, caps or other head coverings are not permitted in the school building.
- Tattoos must be hidden from view at all times.
- Male students may not wear earrings, make-up, hair accessories, or fingernail polish of any sort.
- Females may wear earrings that are appropriate and not distracting (pins, spikes, or gauges are not acceptable).
- Visible body piercings such as tongue rings, eyebrow or nose piercings are not acceptable.
- Sunglasses may not be worn in the building unless approved with a physician’s note.
- Excessive make-up or jewelry is not acceptable.

AISD reserves the right to require face masks, face shields, or face coverings.
The district reserves the right to prohibit any clothing or grooming style that the administration determines to pose health or safety hazards or that may cause the disruption of, distraction from, or interference with general school operations. The district also reserves the right to alter the dress code for special occasions as deemed necessary by the campus administrator.

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.

Violation of the dress code may result in the following disciplinary action:

1\textsuperscript{st} offense  Warning  
2\textsuperscript{nd} offense  Warning  
3\textsuperscript{rd} offense  Lunch detention  
4\textsuperscript{th} offense  Lunch detention  
5\textsuperscript{th} offense  1-hour detention  
6\textsuperscript{th} offense  2-hour detention  
7\textsuperscript{th} offense  Saturday School  
8\textsuperscript{th} offense  ISS or two days of Saturday School  
>9\textsuperscript{th} offense  Principal’s discretion

Electronic Devices and Technology Resources  
(All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; 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 netbooks, laptops, tablets, or other portable computers.

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 or serving a one-hour detention. 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.]

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See Searches on page 98 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.
Aubrey High School is permitting student SILENT cell phone, electronics, and etc. use during the following times:

- Before/After school
- During passing period
- During lunch

Devices must be on silent or vibrate mode. No phone calls or “speaker” use. During the above designated times, students may wear earbuds or headphones at teacher/principal discretion. Phone calls on the student’s personal device during the school day is off limits. Electronic devices are not allowed in testing rooms on state mandated testing days (such as STAAR and EOC). Students must surrender all electronics prior to testing to avoid their test being invalidated.

**Possession and Use of Other Personal Electronic Devices**

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other 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 at the end of the day or to contact parents to pick up the items. In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See **Searches** on page 98 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

**Instructional Use of Personal Telecommunications and Other Electronic Devices**

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. 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 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 in accordance with 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 engaging in inappropriate behavior using technology.

In addition, 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 on page 67 and Standardized Testing on page 100.]

English Learners
(All Grade Levels)

A student who is an English 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 parent must consent to any services recommended by the LPAC for an English 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 100, may be administered to an English 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 learners who qualify for services.
If a student is considered an English 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 with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor. [See **Transportation** on page 110.]

Eligibility for initial and continuing participation in 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.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks. However, if a student receives a grade below 70 at the end of the grading period in 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 languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 at the end of the grading period, the student may participate in a performance so long as the general public is invited.
If a student is enrolled in a state-approved course music course that participates in UIL Concert and Sightreading Evaluation, and the student receives a grade below 70 at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

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

- 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 is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 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.

**Standards of Behavior**

Sponsors of student clubs and performing groups such as the 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.

**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 110.]
  ▪ 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 campus principal. [For further information, see policy FP.]

**Field Trips (All Grade Levels)**

Field trips may be taken periodically during the school year. The teacher must have a permission slip signed by a parent or legal guardian prior to the departure time of the field trip for each student who goes on a field trip. Any student whose parent or guardian does not want him/her to attend the field trip will have school work assigned that must be completed on the day of the field trip. The student is expected to attend regular school hours and will be placed under the supervision of another teacher. A list of students attending the field trip will be provided to the office and sponsoring teachers, as well as any students absent the day of the field trip. Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request at least one day in advance that the student is released to the parent or to another adult designated by the parent.

- Students are responsible for turning in any work that may have been assigned in any class that was missed.
- All school rules and regulations apply to students on field trips.
- Students assigned to In-School Suspension or District Alternative Education Placement on the day of the field trip may not be allowed to attend. Siblings of students may not attend field trips.
• Individuals who are not AISD students, staff, or approved chaperones will not be permitted to join, intrude upon, accompany, or become part of a field trip.
• In order to chaperone a field trip, a criminal history check form must be submitted and approved at least two weeks prior to the day of departure.

Students must be in good standing with attendance and have no major disciplinary actions. Discipline assignments during the school year that may result in being prohibited from attending a field trip include:

• Out of School Suspension
• Disciplinary Alternative Education Placements
• Juvenile Justice Alternative Education Program
• Four or more placements in In School Suspension

Food/Drink in Classrooms
AHS students are permitted to possess and use a disposable water bottle on campus and during class. No other food or drink is allowed in the academic building unless specifically used for curriculum related purposes.

Foreign Exchange Students
The decision to enroll foreign exchange students will be given to the principal or designee and will be handled on a first come, first serve basis. The student may be denied if the enrollment would impose a financial or staffing hardship on the district, the admission would diminish the district’s ability to provide high quality education services for the district’s domestic students, or the admission would require domestic students to compete with foreign exchange students for educational resources. AHS only accepts four exchange students per year. [See policy FD(legal).]

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.

Gender-Based Harassment
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 52.]

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
--- | ---
6 | Grade 10 (Sophomore)
12 | Grade 11 (Junior)
18 | Grade 12 (Senior)

Grades
For purposes of honor rolls, the following are the corresponding letter grades:
• 90-100 = A
• 80-89 = B
• 70-79 = C
• 69 & below = F

Grading Guidelines (All Grade Levels)
Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. 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 to follow after an absence will also be addressed. [See Report Cards/Progress Reports and Conferences on page 93 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

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).

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 on the EOC assessments to graduate 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. [See Standardized Testing on page 100 for more information.]

**Foundation Graduation Program**

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “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. The foundation graduation program also involves the term “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, as described on page 70.

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 parent 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.

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 parent of this fact. However, the student and parent should be aware that 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:

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of Credits: Foundation Graduation Program</th>
<th>Number of Credits: Foundation Graduation Program with an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health/Speech</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>26 credits</strong></td>
</tr>
</tbody>
</table>

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.
• **Languages 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. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. 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 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

**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 the 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 parent. Before the end of grade 9, a student and his or her parent 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 denote an appropriate course sequence based on the student’s choice of endorsement. Please review [TEA’s Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

**Available Course Options for All Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses 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.

Please be aware that 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. A student who receives special education services may earn an endorsement under the foundation program. If the student’s curriculum requirements for the endorsement were modified, the student’s ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

Graduation Activities

Graduation activities will include:

- Senior Night
- Rosecutting Ceremony & Senior Slideshow
- 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. The following students and student groups shall be recognized at graduation ceremonies:

- Valedictorian
- Salutatorian
- Class Officers
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 on page 102.]

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 often are incurred in the junior year or first semester of the senior year. [See Fees on page 64.]

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 on page 52.]

Hazing

(All Grade Levels)

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student’s mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
• 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.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled 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 on page 36 and policies FFI and FNCC.]

Health-Related Matters

Student 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. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. 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 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 also 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.

Bacterial Meningitis
(All Grade Levels)

Please see the district’s website 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.
**Food Allergies**  
*(All Grade Levels)*

The district requests to be notified when a student has been diagnosed 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.” The district’s management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. 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 by contacting an AISD Registered Nurse.

The complete text of the “Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis” can be found on the DSHS website at Allergies and Anaphylaxis.

[See policy FFAF and Celebrations on page 38.]

**Head 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 m without identifying the student with lice.

More information on head lice can be obtained from the DSHS website Managing Head Lice.  
[See policy FFAA.]
**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 Education**

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.

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

During the preceding school year, the district’s School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district’s SHAC is available from www.aubreyisd.net.

[See policies at BDF and EHAA. See Human Sexuality Instruction on page 18 for additional information.]

**Student Wellness Policy / Wellness Plan (All Grade Levels)**

Aubrey ISD is committed to encouraging healthy students and therefore 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 campus principal with questions about the content or implementation of the district’s wellness policy and plan.

**Other Health-Related Matters (All Grade Levels)**

**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 or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.
For more information, see “A Student with Physical or Mental Impairments Protected under Section 504” on page 25.

**Physical Fitness Assessment (Grades 3–12)**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the Director of Athletics to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

**Vending Machines (All Grade Levels)**

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Child Nutrition Director. [See policies at CO and FFA.]

**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. 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.]

**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 Eric Hough, the district’s designated asbestos coordinator, at 940-668-0060.

**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 maintain adequate pest control and 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 questions or who want to be notified of the times and types of applications prior to pesticide application should contact the district’s pest management coordinator.
application inside their child’s school assignment area may contact please contact Eric Hough, the district’s IPM coordinator, at 940-668-0060.

**Homework (All Grade Levels)**

Aubrey ISD teachers assign homework because it reinforces what has been taught in class, prepares students for upcoming lessons, and helps students develop self-discipline, responsibility and organizational skills. Parents are the key to making homework a positive experience for their children. Therefore, they must make homework a top priority, provide necessary supplies, a quiet homework environment, praise and support, and contact teachers if they notice a problem. Homework will be assigned at the teacher’s discretion. It is expected that students will adhere to the following guidelines when completing homework assignments.

Homework will be:

1. Completed on time.
2. Turned in on time.
3. Neat, with complete heading.
4. The student has a responsibility to make up work due to absence.

Late work is work that is not turned in on time but is not late due to excused illness/absence. Each grade level and/or subject area will communicate to parents their policy and procedure regarding late work at the beginning of the year.

**Identification badges (grades 9-12 only)**

High School students will be issued two (2) badges for use in the cafeteria and library at the beginning of the year. Students, however, are not required to display them daily on their person.

**Illness**

[See Student Illness under Health-Related Matters on page 73.]

**Immunization**

(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 days 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.

The immunizations required are: diphtheria, tetanus, and pertussis; rubella (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. 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, 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. [For further information, see policy FFAB(LEGAL) and the DSHS website: Texas School & Child Care Facility Immunization Requirements.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work

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.

Opportunity to Complete Courses

A student removed from the regular classroom to in-school suspension 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).]

ISS Information and Procedures

In-school suspension is an on-campus setting that is a behavioral modification program. Its purpose is to help students find alternative solutions for their behavior.

- Reporting: All students assigned to ISS must report to their campus ISS between 7:30-7:45AM. Students will be released at the end of the day.

- Your pockets, shoes, and socks may be searched upon arrival. The principal, the assistant principal and/or designee may be called for a more thorough search if deemed necessary by the ISS teacher.

- Bathroom Breaks: There are only two bathroom breaks a day, one in the morning and one in the afternoon. Restroom facilities are located near the ISS classroom.

- Lunches: A time for lunch will be provided for ISS students. Students may purchase a lunch or students can bring their own lunch from home.

- Early Release: Parents must sign students in and out at the front office: no exceptions. They must be cleared by the front office first. The office attendant will notify the ISS teacher that the parent has signed the student out.

- Requirements: All students reporting to ISS must come prepared with assignments and supplies and be prepared to work all day long. (No magazines are allowed). Any student reporting to ISS unprepared will be assigned to an additional day of ISS.
Extra-curricular activities: Students will not be allowed to participate in extracurricular activities during the school day during the time assigned to ISS. Students may attend practices before and/or after school.

No electronic devices allowed: No cell phones, IPODS, MP3 players or any other electronic devices are allowed. Devices will not be needed.

No talking is allowed: There will be no talking, fraternizing, note passing or any other contact between students while in ISS. If help is needed from the teacher, the student will raise his/her hand.

No sleeping is permitted: Students will not be allowed to rest their head in their hands or on their desk or table. After three warnings to wake up or lift their head have been given, another day will be added to the student’s ISS assignment.

Assigned seating: Students will be assigned a seat away from other students upon admission to ISS. This will be their assigned seat until otherwise notified. You may be required to move at any time deemed necessary by the ISS teacher or administration.

No getting out of your seat: You will remain seated at all times unless given specific permission by the ISS teacher or administration.

Dress code: The approved AISD dress code can be found in this handbook. It requires white collared shirt, jeans or slacks, appropriate shoes, and pants belted. Hair must be at appropriate length for boys and of appropriate color for both girls and boys. Facial hair and distracting or inappropriate jewelry is strictly prohibited. If at any time the dress code is broken, another day will be added to the student’s ISS assignment.

No eating, drinking, or chewing gum: No snacks, drinks, or gum chewing is allowed in the ISS room except during lunch; however, gum chewing is not allowed at any time. Students may not bring breakfast or drinks into the ISS room in the morning.

The consequences of failure to follow these instructions will add more days to the student’s ISS placement, Saturday school, or DAEP.

Two or more placements in ISS will result in the revoking of a student’s privilege to attend prom.

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, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation. In other circumstances:

• The principal will 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.

• The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.

• The principal 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)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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 also 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

All campuses are closed campuses and students are not permitted to leave campus during lunch.

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.

**Library Books**

The school library should be an important part of the student’s school life. The library is provided for student use, and we encourage students to use it whenever possible. All books, with the exception of reference or reserve books, may be checked out for a period of two weeks. Periodicals are for use in the library only, except with permission. All lost books should be reported to the librarian immediately. The borrower is responsible for returning books in good condition and may be charged a fee for over-due, lost or damaged library books.

**Lost and Found (All Grade Levels)**

A “lost and found” collection box is located in 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 semester.

**Makeup Work**

**Makeup Work Because of Absence (All Grade Levels)**

For any class missed, the 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.

A student will be responsible for obtaining and completing the 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.

A 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.” [See Attendance for Credit or Final Grade on page 33.]

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.

**DAEP Makeup Work**

**Elementary and Middle / Junior High School Grade Levels**

(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 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).]

**Medicine at School (All Grade Levels)**

Medication that must be administered to a student during school hours must be provided by the student’s parent. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a 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 medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only 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 original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellant 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.

For students at the elementary level, the student’s teacher or other district personnel will apply sunscreen to a student’s exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance 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.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to 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 parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to 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.

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).]

Mental Health

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.

If a student has been hospitalized or placed in residential treatment for a 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 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. [For further information, see policy FFEB.]

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on page 3 for the district’s procedures for recommending a mental health intervention and the mental health liaison’s contact information;
- Counseling on page 56 for the district’s comprehensive school counseling program;
- Physical and Mental Health Resources on page 108 for campus and community mental and physical health resources; and
- Policies and Procedures that Promote Student Physical and Mental Health on page 109 for board-adopted policies and administrative procedures that promote student health.

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 RN for BES/AMS/EBLC, sunderwood@aubreyisd.net, at 940-668-0036 ext. 5007 or the full-time RN for AHS/FES/MES, Cindy Snyder, at csnyder@aubreyisd.net, 668-3800 ext. 6021
- The full-time lead counselor and local mental health authority, Carrie Jackson, at cjackson@aubreyisd.net or 940-668-0200 ext. 3038.

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/Home/Index/388

- 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. Please contact [administrator responsible for health-related inquiries] at [telephone, email, or both] for further information regarding these procedures and access to the District Improvement Plan.

Nondiscrimination Statement
(All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Aubrey ISD 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 CTE programs, and 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. Shannon Saylor, 415 Tisdell Lane, Aubrey, Texas, 76227, 940-668-0060, ssaylor@aubreyiusd.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, Terrie McNabb, Deputy Superintendent, 415 Tisdell Lane, Aubrey, TX 76227, 940-668-0060, tmcnabb@aubreyisd.net.

For all other concerns regarding discrimination: See the superintendent, Dr. David Belding, Superintendent, 415 Tisdell Lane, Aubrey, TX 76227, 940-668-0060, dbelding@aubreyisd.net. [See policies FB, FFH, and GKD.]

**Outside Activities**

Students will be prohibited from participating in outside activities on red or purple ozone alert days or when the temperatures or heat index is 100 degrees or higher. During the winter, a temperature or wind chill below 40 degrees will restrict outside activities. Other outside activities may be limited at the discretion of the principal or designee.

**Parent and Family Engagement (All Grade Levels)**

**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 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 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. [See Academic Counseling on page 50.]

- 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 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. [See Report Cards/Progress Reports and Conferences on page 93.]

- Becoming a school volunteer. [For further information, see policy GKG and Volunteers on page 116.]

- Participating in campus parent organizations. Parent organizations include various Booster Clubs and campus PTO organizations.
• 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 Terrie McNabb at 940-668-0060.

• 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, and information in this handbook at School Health Advisory Council (SHAC) on page 75.]

• Being aware of the school’s ongoing bullying and harassment prevention efforts.

• Contacting school officials if you are concerned with your child’s emotional or mental well-being.

Attending board meetings to learn more about district operations. Regular board meetings are held on the third Wednesday of each month at 6PM at 415 Tisdell Lane in the Board Room. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 415 Tisdell and online. [See policies at BE and BED for more information.]

Parent Involvement Coordinators

• The Parent Involvement Coordinators, who work with parents of students participating in Title I programs are Barbara Pitt, Monaco Elementary and Kari Abrams, Brockett Elementary.

Parent Portal

Aubrey ISD encourages you to use the online parent portal to stay informed of your child’s academic progress in our schools. You are able to access your child’s grades through the parent portal system available through the AISD website (www.aubreyisd.net). You will be able to check your child’s grades at any time, but they will be updated on the Tuesday of each week. You will receive by mail a user name and password from your child’s campus that will allow you to access parent portal. Instructions on how to access the parent portal are also available on our AISD website. As always, progress reports will be sent via mail each third and nine weeks.

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 of $20 to park in a school parking lot. So long as space is available, parking permits may be issued 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.

**Parties (Elementary)**

There will be a limit of up to three class parties per classroom. Teachers will decide on which three occasions to have their class parties.

Special treats for birthdays are allowed only after all students have eaten lunch. Please do not bring birthday treats to class. You may choose to bring snacks or cupcakes from a grocery store or bakery to be distributed at the teacher’s discretion. You are welcome to bring your student a special lunch on his/her birthday. Please plan this activity with your child’s teacher at least one school day ahead of time. **Please note: School staff cannot distribute children’s birthday party invitations.**

**Pets**

Please do not bring animals or pets from home without principal approval. Many children are afraid of animals or may have allergic reactions. **Please help us by keeping your pets off of school property.**

**Physical Examinations / Health Screenings**

**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.

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 in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination. **ANNUAL PHYSICALS will be required beginning with the 2020-2021 school year.**
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.

For more information, see the UIL’s explanation of sudden cardiac arrest.

**Spinal Screening Program**

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

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

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

**Other Examinations and Screenings (All Grade Levels)**

The following examinations and health screenings are required by law and are conducted by the nurse’s aides under the direction of our district Registered Nurse.

- √ Vision and hearing screenings on students in Pre-K, Kinder, 1st, 3rd, 5th and 7th and any other referrals.
- √ Vision and hearing is done on all new students to the district regardless of grade level.
- √ Height, weight and blood pressure is done on all students grade kinder thru 8th grade.
- √ Spinal screening is done on students in 5th, 7th and 9th grade.
- √ Acanthosis Nigricans is done on students in 1st, 3rd, 5th 7th and positive results reported to the state.
- √ Lice checks on students through the year

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.]

**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. [See Reciting the Pledges to the U.S. and Texas Flags on page 19.]

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 at the beginning of the first
class period when September 11 falls on a regular school day in remembrance of those who lost
their lives on September 11, 2001.
[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 instructional or other activities of the school. The school will not
encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation
during any school activity.

Principal Conference
In order to ensure that exemplary teaching and learning is occurring on a daily basis in our
schools, the campus principal will be spending much of their daily time in the classrooms.
Therefore, when a principal conference is requested, please contact the campus secretary who
will schedule a time for you to meet.

Preparedness Training: CPR and Stop the Bleed
The district will annually offer instruction in CPR at least once to students enrolled in 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.

Prom (HS only)
Students must be enrolled as a junior or senior at Aubrey High School or attend with a junior or
senior at Aubrey High School. Students must be in good standing with attendance and have no
major disciplinary actions. Disciplinary assignments during the school year that would result in
being prohibited from attending prom include: Out of School Suspension, Disciplinary
Alternative Education Placements, Juvenile Justice Alternative Education Program, and/or two
or more placements in In School Suspension. Students may bring a guest who is not a current
student with principal approval. Guests will need permission of their home high school principal
and proper form must be completed and turned in before the ticket is valid. Guests must be under
the age of 21 at the time of prom. Parents/Guardians of both students must sign the form.
Deception when completing the form or in purchasing the ticket will cause the ticket to become
invalid. Guests are expected to observe the same rules as AHS students attending the event. The
person inviting the guest will share responsibility for the conduct of the guest. The guest is
expected to arrive and attend prom with the Aubrey High School student. If disciplinary conduct
of the student(s) results after the purchase of a ticket, the ticket will become invalid.

Promotion and Retention
A student will be promoted only on the basis of academic achievement or demonstrated
proficiency in the subject matter of the course or grade level, the recommendation of the
student’s teacher, the score received on any criterion-referenced or state-mandated assessment,
and any other necessary academic information as determined by the district.
In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

**Elementary and Middle / Junior High Grade Levels**

In grades 1-5, promotion is 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 grade of 70 or above in language arts and mathematics.

In grades 6-8, promotion is 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.

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish. To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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 not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead 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 on page 100.]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. For the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English 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.
administrations in reading or math. For more information, see the principal, school counselor, or special education director.
Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in special instructional programs designed to improve performance. 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.

A personal graduation plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. 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. [For additional information, see the school counselor and policy EIF(LEGAL).] 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.

[For information related to the development of personal graduation plans for high school students, see Personal Graduation Plans on page 70.]

**High School Grade Levels**

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See Grade Level Classification on page 66.]

Students will also have multiple opportunities to retake EOC assessments. [See Graduation on page 67 and Standardized Testing on page 100 for more information about EOC assessments.]

**Release of Students from School**

[See Leaving Campus on page 81.]

**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 nine weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject. [See Working Together on page 87 for how to schedule a conference.]
Teachers follow grading guidelines that have been approved by the superintendent 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) and Grading Guidelines on page 67.]

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 the school within two 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**
[See Dating Violence, Discrimination, Harassment, and Retaliation on page 52.]

**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. A student may make anonymous reports about safety concerns by emailing tips@aubreyisd.net.

- 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

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Students in grades 7–12 will annually be offered 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.

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: WBAP (820) and KXAS-TV Channel 5. The information will also be posted on the district’s website, on the district Facebook Page, via the Aubrey ISD phone app, and an email alert through our Blackboard system. We encourage you to download the Aubrey ISD app and ensure your email address is correct in order to receive emails and text messages with weather announcements and other important information.

[See Communications-Automated, Emergency on page 47 for more information.]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing on page 100.]
School Facilities

*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.

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.

*Conduct Before and After School (All Grade Levels)*

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and 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.

*Use of Hallways during Class Time (All Grade Levels)*

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.

*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 standards set forth in state and federal law.

Free and reduced-price meals are available based on financial need or household situation. 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 parent notifies the district that a student’s information should 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 the Child Nutrition Director to apply for free or reduced-price meal services. See 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 which is allowing the student to charge two meals before an alternative meal will be given, 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.

**2020-2021 Meal Prices**

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<td>$1.50</td>
</tr>
<tr>
<td>Middle</td>
<td>$1.75</td>
</tr>
<tr>
<td>High School</td>
<td>$1.75</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>$2.75</td>
</tr>
<tr>
<td>Middle</td>
<td>$2.90</td>
</tr>
<tr>
<td>High School</td>
<td>$2.90</td>
</tr>
</tbody>
</table>

**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 with a teacher permit:

**Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)**

Student-organized, student-led noncurriculum-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).

A list of these groups is available in the principal’s office.

**School Hours**

Regular School Days
Elementary Schools – 7:45AM-3:20PM
Middle School – 8:00AM-3:35PM
High School – 8:00AM-3:38PM

Early Release Days
Elementary Schools – 7:45AM-12:00PM
Middle School – 8:00AM-12:20PM
High School – 8:00AM-12:45PM
School-sponsored Field Trips (All Grade Levels)
The district periodically takes students on field trips for educational purposes. 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

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.

Searches in General (All Grade Levels)
In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles 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 person, 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.

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.
**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, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

**Telecommunications and Other Electronic Device (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 telecommunications or other 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 policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 57 for more information.]

**Vehicles on Campus**

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 contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

**Drug Testing (Secondary Grade Levels Only)**

[See Steroids on page 101.]

**Sexual Harassment**

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 52.]

**Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English 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 Terrie McNabb, Deputy Superintendent.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission’s Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.
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. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in 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 requirement 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 purpose of the TSI assessment is to assess 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 as well. 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
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student’s
individualized education plan (IEP). [See Promotion and Retention on page 91 for additional information.]

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.

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 (PNP).

[See Graduation on page 67 for additional information.]

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. Body building, 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.

Student Parking and Automobiles

Vehicles parked on school property are under the jurisdiction of the school. Bringing a vehicle onto the high school campus is a privilege. This privilege may be revoked by the campus principal. Reckless, irresponsible and dangerous driving habits will not be tolerated and may result in the loss of driving privileges. Attendance and truancy concerns as well as excessive disciplinary actions are grounds for a student’s loss of parking privileges. Students are not permitted to loiter in campus parking areas at any time. Students are required to register their vehicle(s) in the front office. Students must submit a photocopy of his/her driver license, automobile insurance and a $20 registration fee. Parking permits shall hang from the rear-view
mirror and remain in full view. Failure to register a vehicle may result in disciplinary action and/or the vehicle may be towed at the owner’s expense.

Students are not permitted in the parking lot during the school day without a staff or police escort.

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

**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 Carrie Jackson, who has been designated as the district’s foster care liaison, with any questions. She can be contacted at cjackson@aubreyisd.net or 940-668-0200 ext. 3038

[See Students in the Conservatorship of the State on page 25 for more information.]

**Student Speakers (All Grade Levels)**

See policy FNA(LOCAL) regarding other speaking opportunities and Graduation on page 67 for information related to student speakers at graduation ceremonies.

**Student Support Team**

A student may be referred to the Student Support Team when an academic or behavioral need arises. These meetings will address individualized plans for assisting the student and his/her parent/guardian in dealing with the area(s) of concern. This committee consists of the counselor and homeroom teacher. In addition, an invitation will also be sent to the principal and any other school personnel that have knowledge of the student and their specific needs. The parent/guardian is strongly encouraged to attend each meeting. [See EHBAA (LEGAL).]

**Substitute Teachers**

It is the responsibility of the students, teachers, and administration of Aubrey ISD to treat all substitute teachers with the utmost respect and courtesy. Individuals not displaying appropriate behavior will be subject to disciplinary action as outlined in the Student Code of Conduct.

Substance Abuse Prevention and Intervention is now addressed at Mental Health Support.

**Summer School**

Parents will be contacted if their child is required to attend summer school. Please contact the
Aubrey ISD Student Handbook

counselor with questions regarding summer school. All credit recovery and summer school information for Aubrey High School can be found on the counselor’s webpage.

Tardies (All Grade Levels)

Students are expected to be on time for all classes. Students are considered tardy if not in their assigned class when the bell rings and are subject to disciplinary action.

In Middle and High School, if a student is more than 10 minutes late to a 48-minute class, he/she will be considered truant and subject to disciplinary action. The tardy count begins at the beginning of each semester, and is cumulative of all classes.

For attendance purposes, three tardies equals an absence. (See also Attendance for Credit on page 18).

AHS students must report to the Tardy Computer. Students get TWO tardy warnings PER SEMESTER with the tardy count starting over at semester as well.

- 1st tardy – warning
- 2nd tardy - warning
- 3rd tardy – 1-hour detention
- 4th tardy – 1-hour detention
- 5th tardy – 3-hour detention
- 6th tardy – 3-hour detention
- 7th tardy and more – principal discretion (not limited to Saturday School, ISS, DAEP, etc…)

TECHNOLOGY ACCEPTABLE USE POLICY

AUBREY ISD TECHNOLOGY ACCEPTABLE USE PROCEDURES AND REGULATIONS

INTRODUCTION

The Superintendent or designee will oversee the District’s computer network system.

The primary purpose for the District’s computer network is for administrative and educational purposes consistent with the District’s mission and goals. To remain eligible as a network user, the use of an account must be in support of and consistent with the educational objectives of the District. Therefore, all users of the Aubrey Independent School District system must read and agree in writing to comply with the rules and guidelines incorporated into this document.

System users and parents of students with access to the District's computer network should be aware that Aubrey ISD Internet access is coordinated through a complex association of government agencies along with regional and state networks. Use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material. While the District will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. In addition, the smooth operation of the network relies upon the proper conduct of end users who must adhere to strict guidelines. These guidelines are provided so that users are aware of the
responsibilities they are about to acquire.

The District will provide training to employees in proper use of the system and will provide all users access to the Acceptable Use Procedures and Regulations. All training in the use of the District’s system will emphasize the ethical use of this resource.

**COPYRIGHT & LICENSING COMPLIANCE**

Most software is copyrighted and licensed and can only be used with the permission of the copyright holder. Therefore, no software may be placed on any device maintained by the District without authorization from the District’s Technology Network Coordinator or Director of Instructional Media. Additionally, no District-owned software may be copied or installed on any non-District devices except where licensing agreements allow for dual use privileges and only with prior authorization from the Technology Network Coordinator or Director of Instructional Media.

All users are required to adhere to the District policy concerning Fair Use Guidelines as they relate to any form of intellectual property including but not limited to: text, visual, audio, and software materials.

No original work created by any District student or employee will be posted on a web page under the District’s control unless the District has received consent from the student and the student’s parent, or employee who created the work.

**DISTRICT WEB PAGES AND RELEASE OF STUDENT INFORMATION**

The District may establish an Internet Web site and may develop Web pages that will present information about the District. The Webmaster and Web and Communications Specialist will be responsible for maintaining the District Web site. Designated District personnel may be permitted by the Webmaster or Web and Communications Specialist to post information directly to the District Web Site and will therefore be responsible for its content.

Recognizing the Internet as an effective tool for communicating important news, classroom activities, extracurricular events, etc., the District reserves the right to publish relevant student information (including name, individual images, images as part of a group, videotaped images, voice recordings, and extracurricular memberships) to the District’s Web site. Parents may restrict the publishing of their child’s information (in whole or in part) by sending written notice to their child’s campus principal.

All District Web pages shall be subject to approval by the Webmaster and Web and Communications Specialist for purposes of protecting individual privacy and adherence to District policy on release of information and copyright.

**COMPUTER AND NETWORK ACCESS**

Access to the District’s computer network system will be governed as follows:

1. Anyone accessing the District’s system must sign an Agreement Form for Acceptable Use on file or access the wifi through the Guest wifi service and agree to those terms.
2. Access to the District computer network and the Internet is a privilege, not a right. Inappropriate use will have consequences. The District may suspend or revoke a user’s
access if identified as a security risk or upon violation of the District’s acceptable use policy or campus computer use guidelines
3. Monitoring of student Internet access and computer use will be the responsibility of all district staff.
4. Students completing required course work on the system will have first priority for use of District equipment after school hours.
5. Students who leave the District will have their account terminated effective on the withdrawal date.
6. In general, a staff member who ends employment with the District will have their account terminated upon the completion of their employment duties as specified by human resources.

Internet Safety
Aubrey ISD will use technology protection measures to prevent users and students from accessing pornography or other material deemed harmful to minors. Technology Protection Measures are defined as specific technologies that block or filter Internet access to inappropriate content. Inappropriate content is defined as

- Obscene, as defined in section 1460 of title 18, United States Code.
- Child pornography, as defined in section 2256 of title 18, United States Code.
- Harmful to minors (including Websites about violence, racism/hate).
- Disruptive to learning in the classroom (including sites with non-educational games).
- Inappropriate for minors (including websites that contain hacking instructions, Web email, Adware, Spyware, SPAM Internet fraud and scams, and Instant Messenger programs).
- Harmful to the technology protection measure (including Websites with proxy servers that can be used to bypass the filters).
- Illegal (including piracy Websites).
- Personal Webspaces should not identify the user’s relationship to Aubrey ISD. Controls on the technology protection measures may be updated daily. Sometimes the controls may prevent access to sites needed for educational or administrative use. If a user needs to access a blocked site, they may submit a technology ticket to have the Website reviewed.
- Users will behave in an ethical and legal manner when they use the Internet. They realize that they are entering a global community and their actions reflect on Aubrey ISD as a whole.
- Students may not give out their address, telephone numbers, passwords, credit card information, or any other personal information on the Internet without express written parental permission.

Cyber-Bullying and Harassment
Threatening, harassing, and/or bullying others using electronic means to include the Internet and/or mobile technology is strictly prohibited. This could result in denial of access to school computers and administrative disciplinary actions.

Technology Network Coordinator Responsibilities
The Technology Network Coordinator for the District’s computer network system will:
1. Be responsible for disseminating and enforcing applicable District policies and acceptable use procedures and regulations for the District’s system.
2. 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. All such agreements will be maintained on file and accessible for review by appropriate district personnel.

3. Aubrey ISD will provide training to users in proper use of the system and will provide all users with copies of the Aubrey ISD Acceptable Use Policy. All Aubrey ISD training for the system will emphasize its ethical use and filtering process.

4. Ensure that all software loaded on computers in the District is consistent with District standards and is properly licensed.

5. Be authorized to monitor or examine all system activities, including electronic mail transmissions, electronic message postings, and all electronic data stored within the system and delete any files as deemed necessary to ensure proper and appropriate use of the system.

6. Set limits for data and email storage within the District’s system, as needed.

7. Deny, revoke, or suspend specific user accounts, with or without cause or notice, for violations of acceptable use policies, or as a result of other disciplinary actions against the user.

8. The technology network coordinator will be responsible for the education of students about appropriate online behavior, including interactions with other individuals on social networking sites/chat rooms, and cyber bullying awareness and response. This may be done in a variety of ways, such as once a year short training sessions, one-on-one education with individual students, and/or via educational handouts. It is also the responsibility of all staff members to monitor students’ online activity for appropriate behavior.

PERSONAL USER RESPONSIBILITIES
The following standards will apply to all users of the District's computer network system:

General Guidelines

1. Users shall not use any system device for unlawful purposes, such as the illegal copying of software, music, movies, etc.

2. Users should always report any known violations of the Aubrey ISD Acceptable Use Procedures and Regulations to a teacher or the Technology Network Coordinator.

3. Data stored on the District system should not be considered private by any user, even when saved to a user’s personal computer or home folder (X: drive).

4. Data stored on the District’s system by students will be deleted at the conclusion of each school year. Students should make a backup on removable media of any data they want to preserve.

5. Data stored on the District’s system by employees will generally be accessible the following school year. However, employees should make a backup on removable media of all data they want to preserve both periodically as well as at the conclusion of each school year.

Online Use

1. The individual for whom an account is issued will be responsible at all times for its proper use.

2. Users may not use another person’s account or try to discover another user’s password.

3. Users shall not reveal their account password or email password to anyone.

4. Users may not attempt to gain unauthorized access to restricted systems, websites, or
resources.

5. Users shall not access, create, or transmit information or materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.

6. Users who knowingly bring prohibited materials into the school’s electronic environment will be subject to suspension and/or revocation of privileges on the District’s system and will be subject to disciplinary action in accordance with the Student Code of Conduct and/or applicable District policy.

7. Visits to objectionable sites on the Internet or accessing any other inappropriate material may result in suspension or revocation of system privileges. A student who gains access to inappropriate material should discontinue the access immediately and report the incident to the supervising teacher who should forward the information to the Principal and Technology Network Coordinator. An employee who gains access to inappropriate material is expected to discontinue the access immediately and report the incident to the Technology Network Coordinator.

8. Downloading or streaming audio and/or video content for personal, non-instructional use is prohibited during the instructional school day.

9. Users shall use Aubrey ISD computers and network resources primarily for instructional or administrative purposes. Users shall be permitted limited personal use as appropriate, if such use does not impede the performance of the District network or job performance.

10. Users may not take part in activities that waste network bandwidth or resources (including non-educational Internet games, downloading unnecessary files, etc.)

11. Users shall not deliberately use the computer to annoy or harass others.

12. Reproducing another student’s work (in part or in whole) for purposes of cheating is classified as plagiarism/forgery and may result in the suspension or revocation of system privileges as well as other consequences consistent with the Student Code of Conduct.

13. Users shall not intentionally erase, rename, modify, or damage data belonging to others.

Electronic Communications

1. Electronic mail (e-mail) is not private. Network administrators have access to email and messages may be subject to Open Records Act requests (whether sent using District email or third party email). Messages relating to or in support of illegal activities will be reported to the authorities.

2. System users should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the District or school, whether or not that was the user’s intention.

3. Sending or attempting to send electronic mail messages as another user is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other users or deliberate interference with the ability of other users to send/receive electronic mail is prohibited.

4. Students are prohibited from participating in any email, chat room, newsgroup, bulletin board, or instant messaging system accessed on the Internet at school, except that which may be expressly provided by the District or used for instructional purposes.

5. Employees are prohibited from participating in any chat room, newsgroup, bulletin board, or instant messaging system accessed on the Internet at school, except that which may be expressly provided by the District (such as Lync) or as appropriate to their employment function and in accordance with District policies.

6. District employees are expected to appropriately maintain any email or voicemail account
that may be issued to them on a routine basis.
7. System users must purge electronic mail in accordance with established retention guidelines.
8. Employees should become familiar with and adhere to the District’s policy regarding personal use of electronic media (Policy DH Local) and obligations to retain electronic records (Policy CQ Local)

Hardware & Software Use
1. Use of non-District computers or other devices (i.e., notebooks, PDA’s, PSP, cell phones, printers, etc.) on the network is strictly prohibited without an acceptable use policy on file or signing onto wifi through the guest network.
2. Users shall not tamper with or relocate computers, printers, phones, or other associated system equipment without authorization from the Technology Network Coordinator or campus principal.
3. Vandalism of equipment is prohibited and will require restitution for costs associated with system restoration, hardware, or software costs as well as other appropriate consequences.
4. Users shall not install software on the District’s system except with authorization from the Technology Network Coordinator.
5. Users may not copy, delete, change, or otherwise modify system files and settings including display, network, file, or folder properties.
6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Deliberate attempts to degrade or disrupt system performance are violations of District policy and may constitute criminal activity under applicable state and federal laws.

Network Etiquette and Privacy
Users are expected to abide by the generally accepted rules of network etiquette. These rules include (but are not limited to) the following:
1. BE POLITE: Never send or encourage others to send abusive messages.
2. BE APPROPRIATE: Remember that you are a representative of our school and District. Swearing, vulgarity, ethnic or racial slurs, sexual innuendos, and any other inflammatory language is prohibited. Transmitting or receiving obscene messages or pictures is prohibited.
3. BE HONEST: Pretending to be someone else when sending/receiving messages is prohibited.
4. BE SAFE: Do not distribute personal information about yourself or others online. Additionally, students should not agree to meet someone they met on-line without parent knowledge or participation.
5. DISRUPTIONS: Using the network in such a way that will disrupt the use of the network by other users is prohibited.

DISCLAIMER
The District's system 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 system and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user’s requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected.
Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system. Aubrey Independent School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, misdeliveries, or service interruptions caused by the system or user errors or omissions. Use of any information obtained via the system is at your own risk. Aubrey Independent School District specifically disclaims any responsibility for the accuracy of information obtained through its services.

Telephones

Office and classroom phones are for business and emergency use. Loss of class time to make calls of a personal nature is strictly prohibited. Students will not be allowed to use the phones unless it is an emergency or they receive permission from the office.

A student will be called out of class only for emergencies and only for a parent/guardian, grandparent, or persons listed on the emergency card. Messages and deliveries from home must be left in the office. Student will be asked to pick them up during lunch or after school. Phone messages from other students will not be allowed.

Messages regarding transportation changes or other important information must be left with office personnel. Please do not leave this information on the teacher’s direct voicemail, as he or she may not be able to check messages until students are dismissed. Non-emergency messages may be left on the teacher’s voicemail.

Please allow 24 hours for a staff member to return phone calls.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

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.

<table>
<thead>
<tr>
<th>Problem with Text Book</th>
<th>Fine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages torn or mutilated beyond repair</td>
<td>Full price of book</td>
</tr>
<tr>
<td>Back/Cover torn, bent or broken</td>
<td>Full price of book</td>
</tr>
</tbody>
</table>
Transcripts (HS only)
Official transcripts of all student academic work are kept on file with the Aubrey Independent School District. Students (past and present) must make a request for transcripts in writing using the appropriate Transcript Request Form available in the front office or on-line at the Aubrey High School Counseling page. Students should plan ahead allowing a minimum of five (5) business days for processing [see FL(Local).] Please contact AHS Registrar regarding transcript requests.

Transfers (All Grade Levels)
The principal is authorized to transfer a student from one classroom to another. [See Safety Transfers/Assignments on page 25, Bullying on page 36, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services on page 27, for other transfer options.]

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. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See School-sponsored Field Trips on page 98 for more information.]

Buses and Other School Vehicles
The district makes school bus transportation available to all students living two or more miles from school and any s. 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 shall not be responsible for transportation for nonresident students, except required by law.

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:

<table>
<thead>
<tr>
<th>School</th>
<th>Stop</th>
<th>Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monaco</td>
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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 Director 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 Durham Transportation.

[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.

Tutorials

Our top priority at Aubrey ISD is the academic success of each and every student. House Bill 72, passed in 1984, called for making tutoring available to students. Aubrey schools provide tutorial services by certified teachers for students as needed during the school day. Mandatory tutorials may also be required for certain students after school. The district will provide transportation if a student is required to attend after school tutorials.

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 may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to 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 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)

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.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of 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.

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 the Student Code of Conduct.]
**Lunch Visitors**

Only those listed on a child’s enrollment from will be permitted to have lunch with the student they are visiting. School age visitors should be with a parent/guardian.

**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**

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)**

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application. Aubrey ISD board policy states that the district will obtain a criminal history record of persons who intend to serve as volunteers for district campuses. In you are simply coming to eat lunch with or attend a program for your child, you do not need to complete the criminal history check rather you will be asked to sign in and the receptionist will quickly scan your ID through a national sex offender database. However, if you intend to volunteer in the classroom, lunchroom, for field trips or special events, etc. where you will be interacting with other students, you must complete and be cleared through the criminal history check at least 24 hours prior to the activity.

**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)**

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons 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 three days’ notice of withdrawal so that 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 www.aubreyisd.net. Below is the text of Aubrey ISD’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

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED: The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

EXAMPLES: Bullying of a student could occur by physical contact or through electronic means and may include hazarding, 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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

(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.

NOTICE OF REPORT: When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal
or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

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, sex, 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: 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.

CONCLUDING THE INVESTIGATION: 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. The District may notify law enforcement in certain circumstances.

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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION: 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 whether 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: 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 website, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.