

2019-20 AHISD Student Handbook

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Alamo Heights ISD Student Handbook

2019–20 School Year

If you have difficulty accessing the information in this document because of disability, please contact Dr. Frank Alfaro, Assistant Superintendent for Administrative Services at falfaro@ahisd.net or (210)832-5954.

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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 Alamo Heights 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 Alamo Heights ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.ahisd.net, *under the Students & Parents tab*. 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 the campus principal’s office.

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 campus principal.

Also, be sure to complete the following information included in the on-line registration process (for new students) or enrollment verification (for returning students) process:

- Acknowledgment of Electronic Distribution of Student Handbook and Acceptable Use Policy,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, and
- 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)

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** 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 www.ahisd.net, click on the School Board link on the banner, then click the Policy link there.

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Assistant Superintendent for Administrative Services, Dr. Frank Alfaro, falfaro@ahisd.net, 210-832-5954.

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.

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.

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.

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

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:

1. Extracurricular programs or events (e.g., school plays, concerts, athletic events, and graduation ceremonies);
2. Publications (e.g., newsletters, yearbook, and the like);
3. Honor roll and other student recognition lists; and
4. District marketing materials (e.g., print media, Web site, videos, newspaper, and the like).

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; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams (FL local). 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.

***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,
- Address, and
- 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 a survey created by a third party before the survey is administered or distributed to his or her child.

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:

At the 4th and 5th grade level, age appropriate information provided in gender groups (i.e., boys in one group, girls in another) about body development and changes.

At the 6th grade level, in the nine-week health course, the chapter on human growth and development covers the changes that occur during puberty and adolescence, with information on human reproduction and sexually transmitted diseases (STD's) covered in gender groups.

At the high school level, in the Health course, the reproductive health unit covers reproduction, pregnancy, childbirth, family planning, STD's, and caring for your reproductive health.

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 79 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 15, 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.
 - A parent serving as an LPAC parent representative, serving as school officials with legitimate educational interests in the education records of students for whom they act as LPAC parent representative. The LPAC parent may receive information about a student whom the LPAC parent serves without consent of the student's parent.

"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 15.]

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 7101 Broadway St., San Antonio, Texas 78209.

The addresses of the principals' offices are available under the *Campus* tab on the district website at www.ahisd.net.

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 81, and **Complaints and Concerns** on page 44.]

The district's policy regarding student records found at policy FL(LEGAL) and (LOCAL) is available on the district's website at www.ahisd.net under the *School Board* tab.

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](#).

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 principal for more information.

[See **Bullying** on page 37, 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 47, **Course Credit** on page 46, and **A Student in Foster Care** on page 90 for more information.]

A Student Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- 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 47, **Course Credit** on page 46, and **Students who are Homeless** on page 90 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 a campus counselor.

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 a school counselor.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 30.]

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 your campus principal's office. Campus phone numbers are available under the *Campus* tab on the district website as www.ahisd.net.

Absences / Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Between Ages 6 and 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.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The

student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; 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 (does NOT apply to AHHS semester exam exemptions)

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.

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 campus is your child’s Assistant Principal. If you have questions about your student and the effect of his or her absences from school, please contact the Assistant Principal 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).]

Age 19 and Older

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

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

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal, 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).

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

Official Attendance-Taking Time (All Grade Levels)

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

Official attendance is taken every day at 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, have an email sent by the parent, or a phone call by the parent that describes the reason for the absence. A phone call must be followed by a note or email from the parent. In all cases, to be considered for excused absence, a note or email must be turned in within 5 days from the day a student returns to school. Notes, emails, or phone calls after that time period will not be excused. 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.

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

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)

Upon return to school, a student who has established a questionable pattern of absences (as determined by the principal or designee) 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)

Alamo Heights 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.ahisd.net, under the Departments tab, Curriculum & Instruction tab, Accountability tab. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test

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

The test shall be offered once a year, and date, time, and location information will be published annually by the AHHS Counseling office.

Please contact the AHHS Counseling Office for information about this opportunity.

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 submitting a report in *Safety Concerns* on the AHISD website, www.ahisd.net, under the Students and Parents tab, *Safety Concerns*.

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 48, **Hazing** on page 64, 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 a variety of areas. For a complete listing of CTE courses, consult the Alamo Heights High School Academic Planning Guide under the *Campus* tab, high school page, Students & Parents tab, Course Selection link (online at www.ahisd.net). Admission to these programs is based on student interest and completion of any pre-requisites listed in the AHHS Academic Planning Guide.

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 76 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 66.]

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 discussed with your campus counselor.

Warning Signs of Sexual Abuse (All Grade Levels)

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, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 48.]

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. 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.

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](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

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

Provisions regarding valedictorian, salutatorian, highest-ranking graduate, local honors, and grade point average calculations, and class ranking are found in district policy EIC (local) under the *School Board* tab, the Board Policy link, on-line at www.ahisd.net.

[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.

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 60 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 26 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 the Alamo Community College District 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 82 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 82 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 under the *School Board* tab, the Board Policy link, on-line at www.ahisd.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 Coordinator

House Bill (HB) 1842, passed in the 84th Texas Legislative Session, provides an opportunity for Texas public school districts to modify state requirements at the local level to better meet the needs of their unique student populations, in order to prepare them for success and lifelong learning.

As allowed by HB 1842, AHISD abstains from the state requirement that each school have a designated campus behavior coordinator. AHISD's approach to discipline is more collaborative, with multiple people providing emotional and social support to students, rather than just one

person, through our efforts with Positive Behavior Interventions and Support (PBIS) and restorative discipline practices. Exemption from this requirement will allow the option of increasing collaboration in regard to student discipline, as outlined in the AHISD Student Code of Conduct.

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

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

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

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the school's counseling office. 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 90, **Suicide Awareness and Mental Health Support** on page 90, and **Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence** on page 39.]

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 required to retake the semester in which he or she failed.

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

Parents should contact the principal of Howard Early Childhood Center [EHDC (LOCAL)].

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 under the *School Board* tab on-line at www.ahisd.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).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

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.

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 56.] 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 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 your campus counselor.

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

School Materials

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

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

Nonschool Materials

From Students

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

The principal will designate 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 Superintendent's for prior review. The Superintendent 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 Superintendent has designated www.ahisd.net, under the *Students & Parents* tab, *Student Flyers* link, as the location for approved nonschool 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.

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.

The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL). The student and parent may determine the student's personal dress and grooming standards, provided they comply with these general guidelines and the District's dress code for students in the Student Handbook

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

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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 student/parent may pick up the confiscated telecommunications device from the principal's office after a period of time established by the campus principal.

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 86 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.

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 86 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 60 and **Standardized Testing** on page 88.]

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 88, 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 91.]

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 a grading period in an Advanced Placement (AP); PreCalculus; 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 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.
- 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.

The **Alamo Heights ISD Code of Leadership** is a set of expectations and disciplinary consequences supplementing those described in the Student Code of Conduct and the Alamo Heights Junior School and High School Discipline Management Plans. The Code of Leadership pertains to students who choose to participate in extra-curricular and co-curricular activities. Student Activities are an important part of the junior school and high school experience. Students at Alamo Junior and High Schools are encouraged to participate in academic organizations and extra-curricular groups. Students who choose to participate are held up to the standards of behavior outlined below.

In addition to the consequences and expectations below, each student organization may have its own constitution delineating additional expectations and consequences. Loss of skills due to loss of practice time may necessitate a change in placement in the activity upon a student's return.

First Offense (applies to school or school related conduct)

Any student who sells, gives, delivers to another person or possesses, uses, or is under the influence of any amount of an alcoholic beverage or drug at a school related or school sanctioned activity on or off school property or commits any other infraction punishable by In-School (ISS) or out of school suspension of 3 days will be removed from all extracurricular and co-curricular activities in which he/she is participating for 30 school days. (In calculating the number of days for removal, actual school days are counted while holidays and summer vacation are not factored in. Therefore, the consequences will carry over to the next semester or school year, if applicable.) Such student will not be able to perform or compete during that 30 school day period. However, such student may be able to attend and/or participate in practices (both during and after school) during their time of suspension, unless the coach, director, or sponsor determines that such participation is or becomes detrimental to the organization.

Second Offense (applies to school or school related conduct)

Any student who sells, gives, delivers to another person or possesses, uses, or is under the influence of any amount of an alcoholic beverage or drug at a school related or school sanctioned activity on or off school property or commits any other infraction punishable by In-School (ISS) or out of school suspension of 3 days will be removed from all extracurricular and co-curricular activities in which he/she is participating for a minimum of 85 school days. (In calculating the number of days for removal, actual school days are counted while holidays and summer vacation are not factored in. Therefore, the consequences will carry over to the next semester or school year, if applicable.) Such student will not be able to play, practice, serve, rehearse, or be involved in any school related activity. If an activity is part of a class, the student will be placed in a Study Hall and will not receive credit for whichever semester the majority of the 85 school days include. For the semester with the fewer number of days, the remaining grades will be averaged and reported. If the student chooses to “drop” the course within the 85 school-day period, then the "no credit" will be applied to the other affected semester regardless of the number of days.

Extra-Curricular Code (Applies to non-school related conduct)

The privilege of participation in extra-curricular and co-curricular activities at Alamo Heights High School may be limited or withdrawn as a result of behaviors occurring both inside and outside the school setting. In order to participate in an extra-curricular or co-curricular activity at Alamo Heights High School, must abide by the Extra-Curricular Code (include at the end of the AHISD Student Handbook).

**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 91.]
 - 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 principal. [For further information, see policy FP.]

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 48.]

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) |

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. For any purposes of reporting, numeric grades will be translated into the following letter grades: A>89; B=80-89; C=70-79.

[See **Report Cards/Progress Reports and Conferences** on page 81 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 88 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 62.

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.

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

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 NOT be allowed to participate in graduation activities.

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 **Error! Bookmark not defined..**]

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 58.]

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 48.]

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 37 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)

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common, and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal, or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the

air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov), particularly the CDC's information on [bacterial meningitis](https://www.cdc.gov/media/releases/2015/s0618-meningitis.html), and the [Texas Department of State Health Services](https://www.dshs.texas.gov).

Note: DSHS requires at least one meningococcal vaccination on or after the 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.

[See **Immunization** on page 70 for more information.]

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 at www.ahisd.net under the *Departments tab / Health & Wellness / Campus Nurse news / Med's at School*.

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 39.]

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.

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 at least 225 minutes of moderate or vigorous physical activity within each two-week period 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 4 meetings. Additional information regarding the district's SHAC is available from the Assistant Superintendent, Dr. Frank Alfaro at 210-832-5954.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

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

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 30.

Student Wellness Policy / Wellness Plan (All Grade Levels)

Alamo Heights 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 Assistant Superintendent, Dr. Frank Alfaro at 210-832-5954 with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters (All Grade Levels)

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 their child's PE teacher 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 campus principal [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 please contact Louis Marti, the district's designated asbestos coordinator, at 210-822-3374.

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 inside their child's school assignment area may contact Louis Cardenas, the district's IPM coordinator, at 210-832-5973.

Illness

[See **Student Illness** under **Health-Related Matters** on page 64.]

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; rubeola (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** on page 65, 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.](#)]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

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

- 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 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

Consult individual campuses for procedures about leaving 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.

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 34.]

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) and Out-of-School-Suspension (OSS)
Makeup Work
(All Grade Levels)

Completion of Course Work

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.

Completion of 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).]

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 repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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.

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).]

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

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 FFAC.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Alamo Heights 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. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Frank Stanage, Human Resources Coordinator, 7101 Broadway, 78209, 210-832-5955.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Kris Holliday, Director of Special Education and Pupil Services, 705 Trafalgar, 78216, 210-442-3700
- All other concerns regarding discrimination: See the superintendent, Dr. Dana Bashara, 7101 Broadway, 78209, 210-824-2483.

[See policies FB, FFH, and GKD.]

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 46.]
- 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 81.]

- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page **Error! Bookmark not defined..**]
- Participating in campus parent organizations. Contact your campus principal's office for a list.
- 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 your campus principal].
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 68.]
- 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. [See policies at BE and BED for more information.]

Physical Examinations / Health Screenings

Athletics Participation (Secondary Grade Levels Only)

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

This examination is required to be submitted annually to the district.

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)**

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.

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 1-8, 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 language arts and mathematics and either science or social studies (EIE local).

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 88.]

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 62.]

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 59.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 60 and **Standardized Testing** on page 88 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 72.]

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 9 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 77 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 60.]

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. 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 48.]

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 submitting a report in *Safety Concerns* on the AHISD website, www.ahisd.net, under the Students and Parents tab, *Safety Concerns*.
- 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: the district website (www.ahisd.net), School Messenger messages, and/or local television/radio stations.

[See **Communications-Automated, Emergency** on page 43 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 88.]

Schedule Changes (Middle / Junior High and High School Grade Levels)

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.

Cafeteria 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 campus principal's office to apply for free or reduced-price meal services.

See CO for more information.

AHISD Meal Charge Policy: Parents are strongly encouraged to continually monitor their child's meal account balance. Prior to the account reaching a negative balance, the student will be notified by the cafeteria staff that funds are running low and the balance needs replenishment. Every effort will be made to avoid bringing attention to the student throughout this process, in accordance with the best interests of the student, and Texas and US Departments of Agriculture regulations. When a student's meal account is depleted, the district will notify the parent both by automated message and a letter sent home with the student informing the parent of a negative balance. In accordance with Board policy CO local, the following procedures will be followed. The student will not be allowed to purchase a la carte or snack items, but will be allowed to continue purchasing meals up to a negative balance of \$5.00 (the established grace period). For any transaction that exceeds the negative \$5.00 limit, the student will receive an alternative meal. The student will continue to receive an alternative meal until the balance is brought back into a positive standing or if the student qualifies for free lunch as a result of processing a free and reduce application.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

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-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.

Vehicles on Campus **(Secondary Grade Levels Only)**

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

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 Devices ***(All Grade Levels)***

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal 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 53 for more information.]

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

[See **Steroids** on page 89.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

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 their campus counselor.

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 79 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 60 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.

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 Dr. Kristen Ascencao, who has been designated as the district's foster care liaison, at 210-832-5906 with any questions.

[See **Students in the Conservatorship of the State** on page 26 for more information.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

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

For more information on services for students who are homeless, contact the district's homeless education liaison, Kris Holliday, at 210-442-3700.

[See **Students Who Are Homeless** on page 26.]

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

Suicide Awareness and Mental Health Support (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please visit [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Tardies (All Grade Levels)

Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

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.

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 37, 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 85 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 students who are homeless. 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.

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 Leah Roudebush at the Plant Services office at 832-5973.

[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.

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 or, 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.]

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.

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: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/172?filter=FFI>. Below is the text of Alamo Heights ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/19/17

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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 hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, 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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| 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 | <p>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.</p> <p>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.</p> |
| 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 | 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. |
| <i>Discipline</i> | 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. |

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| | The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |
| <i>Corrective Action</i> | 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. |
| <i>Transfers</i> | The principal or designee shall refer to FDB for transfer provisions. |
| <i>Counseling</i> | 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. |
| <i>Improper Conduct</i> | 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. |

APPENDIX II: AHISD Extra-Curricular Code

Overview Process

Starting in late November 2016, AHISD leaders dedicated a great deal of time to the review and revision of the current Academic Integrity Guidelines as well as the 24 Hour Code of Leadership through an extensive collaborative process outlined below:

- Meetings with current Administration (November)
- Meeting with Attorney Counsel and Administration (November)
- Focus Group with AHISD Coaches (November)
- Focus Group with AHISD Department Chairs (December)
- Focus Group with AHISD Head Coaches (December)
- Half day session -Student Leadership Forum (January)
- Half day session with District Education Advisory Council Subcommittee-DEAC (January)
- Update Presentation to Board of Trustees (January)
- Meeting with DEAC Subcommittee (January)
- Focus Group with Fine Arts Teachers (February)
- Focus Group lunch session with Student Leadership Forum (January)
- Presentation to AHISD Board of Trustees (February)
- Focus Group with High School Site Based Decision Making Team (February)

On March 8, 2017, the AHISD Board of Trustees reviewed the final draft of these revisions. Updated guidelines for Academic Integrity as well as a new Extracurricular Code is ready for publication. The intent of these guidelines is to provide our students with clear expectations to help guide the decisions and choices they make as they work to grow into the outstanding characteristics evident within our AHISD Profile of a Learner. Careful consideration has been made to attempt to align appropriate and varied consequences to violations in an attempt to support students who do make mistakes along the way with consequences that are fair and meant to help shape behavior.

We heard a strong need to move away from a blanketed consequence structure for a variety of violations. We also heard the need to be more transparent about our expectations, our processes, and our communication efforts. These recommendations have changed the former 24 Hour Code one page document into an Extracurricular Code multi-page document that is clear, transparent, and detailed in the expectations we have for our students who are representing our school to a greater community through the participation in our extracurricular offerings. Student voice and language is a major part of this final product.

Both of these updated guidelines will be fully rolled out to parents and students through multiple forums at the beginning of the 2017-18 school year. This spring, however, we will work to communicate the revisions with all staff members (including administrators, teachers, club sponsors, and coaches). Time will also be spent this spring working to design learning opportunities to be delivered to our students through the advisory periods early in the new school year. This will ultimately ensure that all students have a clear understanding of expectations and consequences for violations. All AHISD students will be afforded a “fresh start” even with consequences that happened in the past.



AHISD

Extracurricular Code

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OVERVIEW

Alamo Heights ISD is committed to providing numerous opportunities for students to access the benefits of participation in extracurricular activities. Participation in these opportunities provides our students with many experiences to learn and practice responsibility, integrity, leadership, perseverance, respect, collegiality, and directly supports the work of our district in the creation of the Profile of an AHISD Learner. We believe that these experiences enrich and enhance a student's development in each one of the tenets of the Profile of a Learner:

- Communicate and Collaborate
- Develop a Healthy Sense of Self
- Employ Skills for Life
- Engage Socially and Globally
- Seek Knowledge and Understanding
- Think Critically and Creatively

Opportunities to participate in extracurricular activities provide students with particular experiences to develop these attributes through leadership and membership on a team. Maintaining high standards of personal conduct as a member of a team that represents Alamo Heights ISD is essential to achieve these ends. Thus, the AHISD Extracurricular Code is intended to help students to identify high standards of personal conduct and to hold themselves accountable for maintaining those standards. Our role as a school district is to work together with students and parents to encourage and to support healthy choices, to learn from mistakes, and to develop character through the process of growing into the Profile of a Learner.

Participation in these extracurricular opportunities is a privilege and not a right. These extracurricular groups represent Alamo Heights ISD to the greater community, so with this privilege comes the expectation for outstanding character in our students, both inside and outside of school. *Students who participate in extracurricular activities are an external representation of the school district; therefore, it is recognized that some of the expectations for students involved in extracurricular activities exceed the expectations for the general student body.*

We believe that AHISD is responsible for educating and counseling students on the importance of upholding this Extracurricular Code and the potential consequences inflicted on themselves, their families, and their respective teammates should they choose to violate the Code. It is also the intent of the Code to identify a clearly defined course of action for students, supported by a process of leveled offenses, to help students understand that a one-time mistake does not need to result in a permanent pattern in life.

In all instances of an alleged violation of the Extracurricular Code, the student will be provided due process. The process for determining that a violation of the Code occurred will be established by the principal on his / her campus based on the investigation procedures outlined in this document. Violations to the rules and expectations will result in corrective and/or disciplinary action.

DISTRICT EXPECTATIONS FOR ENFORCEMENT

In order to promote a fair, equitable system to support our student leaders, it is an expectation that all coaches and program sponsors clearly communicate the guidelines found within the Extracurricular Code through a parent meeting prior to the start of each season or school year. At this meeting, coaches/sponsors will outline the expectations for student leaders across the district in a proactive way. As adults, we must work together to help students maintain high standards of personal conduct as members of a team representing Alamo Heights ISD. These high standards of conduct are essential to achieving the benefits of Extracurricular Code.

The consistent enforcement of the Code is essential to supporting our student leaders as they make choices about their behavior. Therefore, our AHISD coaches, directors, club sponsors, and teachers are committed to consistently enforcing these guidelines. We ask students to be equally committed to holding themselves and their teammates accountable for enforcing these guidelines.

VIOLATIONS

Drug, Alcohol and Tobacco/E-cigarettes/Vaping

No extracurricular participant shall, **while off campus**, sell, give, deliver, use, possess, or be under the influence of alcohol, or any controlled (or otherwise illegal) substance. In addition, no extracurricular participant shall participate in an event where alcohol or any controlled (or otherwise illegal) substance is provided to and/or openly consumed by minors. (If students find themselves in these situations, they should remove themselves immediately). *Note: on campus infractions are covered by the AHISD Student Code of Conduct. Timeline for consequence begins after the completion of the investigation of the allegation by campus administrators.*

In-season Offenses:

- First Offense: Note: Each of these following parts must be completed before reinstatement may occur.
 - (1) One-week suspension of the student from participation in extracurricular activities (Note: students may still participate in practice during the class period and after school) and,
 - (2) two counseling sessions with an AHISD counselor (at least 30 minutes each) and,
 - (3) five lunch detentions and,
 - (4) four hours of community service (must secure prior approval from administration).
- Second Offense: Note: Each of these following parts must be completed before reinstatement may occur.
 - (1) Four-week suspension of the student from participation in extracurricular activities (Note: students may still participate in practice during the class period and after school) and,
 - (2) four counseling sessions with an AHISD counselor (at least 30 minutes each) and,
 - (3) ten lunch detentions and,
 - (4) eight hours of community service (must secure prior approval from administration).
- Third Offense (or more): Suspension of student from participation in extracurricular activities for up to six months (and possible removal for up to one full year).

Out-of-season Offenses (for athletics): These consequences for Out-of-season Offenses (for athletics) apply to “Mistreatment” and “Conduct...Punishable as...” below. Note: Each of these following parts must be completed before reinstatement may occur.

- (1) Student athletes violating the Extracurricular Code during off-season will have the same leveled consequences as In-season offenses; however, their suspension will be from participation in team practice *during the athletic period*. Instead of participating in team practice during the period, student athletes will engage in conditioning activities related to the sport or activity and,
- (2) two counseling sessions with the AHISD counselor (at least 30 minutes each) and,
- (3) five lunch detentions and,
- (4) four hours of community service (must secure prior approval from administration).

Mistreatment

No extracurricular participant shall, **while off campus**, engage in any of the five forms of mistreatment (exclusion, put-downs, bullying, unwanted physical contact, or acts against everyone), including mistreatment through digital technology. *On campus infractions are violations of the Code of Conduct.*

Mistreatment specifically violates the Extracurricular Code if it:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and/or pervasive enough that the action or threat creates an intimidating, threatening, or abusive environment for a student.
 - **First Offense**: Note: Each of these following parts must be completed before reinstatement may occur.
 - (1) One-week suspension of the student from participation in extracurricular activities (Note: students may still participate in practice during the class period and after school) and,
 - (2) two counseling sessions with an AHISD counselor (at least 30 minutes each) and,
 - (3) five lunch detentions and,
 - (4) four hours of community service (must secure prior approval from administration).
 - **Second Offense**: Note: Each of these following parts must be completed before reinstatement may occur.
 - (1) Three-week suspension of the student from participation in extracurricular activities (Note: students may still participate in practice during the class period and after school) and,
 - (2) three counseling sessions with an AHISD counselor (at least 30 minutes each) and,
 - (3) ten lunch detentions and,
 - (4) eight hours of community service (must secure prior approval from administration).
 - **Third Offense**: Six-week suspension from participation extracurricular activities (and possible removal for up to one full year)

Conduct Described in the AHISD Student Code of Conduct as Punishable as a Misdemeanor or Felony

- **First Offense**: Note: Each of these following parts must be completed before reinstatement may occur.
 - (1) One-week suspension of the student from participation in extracurricular activities and,
 - (2) two counseling sessions with the AHISD counselor (at least 30 minutes each) and,
 - (3) five lunch detentions and,
 - (4) four hours of community service (must secure prior approval from administration). [each of these parts must be complete before reinstatement may.
- **Second Offense**: Note: Each of these following parts must be completed before reinstatement may occur.

- (1) Four-week suspension of the student from participation in extracurricular activities (Note: students may still participate in practice during the class period and after school) and,
 - (2) four counseling sessions with an AHISD counselor (at least 30 minutes each) and,
 - (3) ten lunch detentions and,
 - (4) eight hours of community service (must secure prior approval from administration).
- **Third Offense:** Suspension of the student from participation in extracurricular activities for up to six months (and possible removal for up to one full year).

Note for all kinds of violations: AHHS semester exam exemption guidelines contain criteria about extra-curricular code violations, so consult those guidelines regarding semester exam exemptions.

Clarifications

1. Electronic communication

AHISD believes that maintaining high standards of conduct also includes ensuring that our extracurricular students' personal communication through electronic media demonstrates strong character. This includes, but is not limited to, electronic communication on: social media (e.g., Facebook, GroupMe, Instagram, Snapchat, and Twitter), photo sharing sites, texting, and emails.

Therefore, any student, who is a member of an extracurricular activity, who is involved in inappropriate, negative, disruptive, lewd, obscene (or sexual) pictures, comments, or statuses on any social networks such as, but not limited to Facebook, GroupMe, Instagram, Snapchat, and Twitter, may result in suspension or dismissal from the extracurricular program.

2. Constitution/Handbook for participation

If a Constitution/Handbook for participation in an activity has been filed by the activity's sponsor with the principal, that Constitution may contain consequences for violations in addition to or greater than those described in this Extracurricular Code.

3. Sponsor's discretion

In addition to the consequences outlined in the Constitution/Handbook, each sponsor(s) has the discretion to increase the length of suspension outlined above or to permanently remove a student from participation when the student's misconduct would be detrimental in representing the activity, school, or community.

4. Individual auditions or try-outs are not subject to suspensions.

VERIFICATION OF FACTS

Alamo Heights ISD promotes fair and equitable procedures for students alleged to have committed a violation of the Extracurricular Code and presume that students are innocent until proven guilty of a violation. Procedures will be universally applied when verifying facts and will take into consideration information from sources in the following ways:

Anonymous complaints or allegations will *not* be investigated for the purposes of Code violations.

Oral or written complaints or allegations concerning a student received by a coach, sponsor, or administrator that raise reasonable suspicion of a potential violation to the Code will be considered and verified by the campus principal, his/her designee, and, when necessary, the appropriate central office administrator. Club sponsors and coaches will be included at the appropriate time.

A violation may be based on, but is not limited to, the following sources of information:

- A first-hand account of the violation by a district employee, or a law enforcement officer
- The student admitting the violation to a district employee
- A first-hand account of the violation by multiple, corroborating sources
- A photo that depicts the violation (sometimes dependent upon multiple, corroborating sources)
- A text or email that provides evidence of the violation

Hearsay information will NOT be used in any investigation.

PROCEDURE FOR VERIFYING FACTUAL INFORMATION

In all cases of reports of misconduct that may result in consequences for the student, an investigation shall occur to provide the student with reasonable opportunity for due process. School officials presume that students are innocent until proven guilty of a violation, so the procedures below are intended to offer basic fairness and efficacy in fact finding. The verification procedure shall be conducted by any one of the following: the coach, director, teacher(s), campus administrator, central office administrator, and/or any combination thereof. The investigation should be conducted as soon as possible after receipt of the complaint or allegations, but in no case shall the investigation commence any later than five (5) school business days from receipt.

The fact-finding procedures may include, but are not limited to, the following:

1. Upon receiving a report of an alleged violation, the school official(s) will conduct all necessary interviews with the person making the report, along with any other witnesses, to gather the facts needed to determine whether the accused student violated the Extracurricular Code. Whenever possible, the school official(s) should obtain written statements from such witnesses.
2. The school official(s) will also gather and review any other relevant documentation and physical evidence, if any, related to the investigation and retain a copy for the investigative file.
3. Upon completion of all necessary interviews, witness statements, and gathering of other documentation, the school official(s) will meet with the accused student to afford that student the opportunity to address each allegation investigated. The student should also be given the right to prepare and submit a written statement.
4. Once the student accused of the violation has responded, the school official(s) must then determine **whether a preponderance of the evidence gathered during the investigation demonstrates that Extracurricular Code was violated as alleged.** *Preponderance of the evidence means that it is more likely than not that the misconduct occurred.* Before making a final determination, the school official(s) conducting the investigation will consult with a supervisor to review their evidence and findings.
5. School officials will make every effort to notify parents about the outcome of the investigation and the assignment of consequences as outlined in #6 and #7 below.
6. If the student accused of the violation denies engaging in the misconduct alleged, or any other misconduct, *and* the school official(s) conclude(s) that a preponderance of the other available evidence **does not** support that any misconduct occurred, then the student and parent will be informed that the investigation will be closed with no further consequences.

7. If the school official(s) conclude(s) that a preponderance of the evidence demonstrates that the student **did violate** the Extracurricular Code, then the student and parent will be informed of the conclusions and appropriate consequences will be imposed.
8. The District is not bound by any concurrent law enforcement investigation that may be conducted into the complaints or allegations of misconduct by any outside agency, nor is the District bound by the outcome of any law enforcement proceeding against an accused student. Such proceedings are separate and apart from the District's investigation and are not governed by the same evidentiary standards. The District reserves the right to enforce the necessary consequences for the student despite any other agency's findings.
9. The school official(s) shall provide a copy of their findings and consequences imposed, if any, on the student to all appropriate supervisors.

If a student or parents disagrees with the consequences or decisions described in the Extracurricular Code, and they wish to appeal the consequences or decisions, they may do so using district policy described in School Board Policy FNG (LOCAL).

CONTRACT

Upon verification of a first offense of the Extracurricular Code, the student will be required to attend a conference in which he/she will be presented with a contract detailing future behavioral expectations. The contract will be signed by the student, parent(s) or guardian(s), campus administrator, and his/her coach, director or sponsor (and athletic coordinator where appropriate). The contract will reflect an understanding of the expectations of his/her particular campus and consequences for future rule violations. The contract must be signed by the student and his/her parent(s) or guardian(s) prior to his/her reinstatement to the extracurricular program.

NOTICE OF CONFERENCE

Contract for Violation of the Extracurricular Code

Being a part of an Alamo Heights extracurricular program is considered an honor and a privilege and not a right. Students are required to abide by the Extracurricular Code on and off campus. Students involved in extracurricular programs are expected to comply with the disciplinary consequences for any failure to comply with the Extracurricular Code. The consequences for violation of the standards of conduct set out in the Code are in addition to any disciplinary consequences imposed by the appropriate school officials for behavior that violates the District's disciplinary rules set forth in the Student Code of Conduct.

This contract confirms that a conference has been held between the student, his/her parent(s) or guardian(s), his/her coach, director, or sponsor, and a campus administrator (and the athletic coordinator where appropriate).

The consequences of the student's violation of the Extracurricular Code will be the following:

The following consequences will result should a future violation of the Extracurricular Code occur:

This document must be signed by the student and his/her parent or guardian before a student is reinstated by any extracurricular organization.

Student (Print)

Student (Signature)

Date

Coach, Director, or Sponsor
Date

Parent or Guardian (Print)

Parent or Guardian (Signature)

Date

Administrator
Date

ROLE OF PARENTS

Parent support and engagement are hallmarks of student success in Alamo Heights ISD. Whether it is attending games and concerts, volunteering for school groups, raising funds through booster clubs, or giving your own children love and support, parents are key to our success. Parents are the first and most important teachers for their children, and we greatly respect the critical role they play in the development of their children. Parents and educators have a unique opportunity for partnership, and when they work hand in hand, all children benefit.

The Extracurricular Code is one way that parents and the school can work together. By setting common expectations, we set our students up for success. ***We rely on the help and support of all AHISD parents to ensure that the Extracurricular Code is viewed as a meaningful document to help our students make appropriate choices about their behavior and to support them in their character development.*** We know that the partnership between our parents and our district is dependent upon mutual trust and support. This document reflects the spirit of partnership between home and school. Our parents want what is best for their children, and our staff members who dedicate themselves in service as coaches, sponsors, and administrators also want what is best for AHISD students.

The culture around underage drinking has changed significantly since many adults were teenagers. Many people grew up with a drinking age of 18 that was not enforced very strictly. At the time, little was known about the effects of underage drinking on minors. *One reason the law changed to 21 is because of how alcohol impacts the developing brain. Studies show that nearly half (46%) of people who develop alcohol dependency were exposed to alcohol around age 16* (NIH, 2006). Today, the laws around underage drinking are quite strict, and the intent of this Extracurricular Code is to ensure that our students follow the law, engage in healthy behavior, and understand clear expectations as representatives of the school through their participation in extracurricular activities.

As a parent, you can further support the implementation of our Code by:

- Making a commitment to understanding the expectations of the Code and helping your child make choices that support the added responsibilities for extracurricular and club participation.
- Making a commitment to follow the law related to underage drinking and drugs.
- Engaging in ongoing conversations with your child about the choice to uphold the Code and how a choice that leads to a violation will impact them, their family and friends, the school, and their extracurricular organizations (including teammates).
- Helping students take responsibility when they do violate the Code. Recognize that students will sometimes make mistakes and that the Code is intended to help students take responsibility in a low-stakes environment when they do make mistakes. This is not intended to be a judgement about a student but rather a learning experience.
- Recognizing that as a parent you frequently will not have all of the facts surrounding disciplinary situations that do not directly involve your own children
- Making a choice to support the process outlined in the Code.
- Making a commitment to directly communicate with other parents when you have information that is concerning to you about their child.

Notifying Texas Alcohol Beverage Commission (TABC) if you are aware that adults are providing alcohol or drugs to minors or providing their home as a place where alcohol or drugs can freely be consumed or provided. Our students deserve to be surrounded by other parents and adults who support

their choice to participate in extracurricular activities, not adults who place our children in situations that set them up for failure.

We understand that sometimes the Extracurricular Code will require our parents to engage in difficult conversations. We also know that Alamo Heights is a school district whose passion is excellence, and this passion requires us to have higher standards for our children than perhaps we experienced when we were in school. We all want what is best for our children, and that requires us to have the courage to examine our mindsets and behavior around these issues.

Parents, thank you for your incredible support and engagement.

Reference:

Early Drinking Linked to Higher Lifetime Alcoholism Risk. (2006, July 3). Retrieved February 15, 2017, from <https://www.niaaa.nih.gov/news-events/news-releases/early-drinking-linked-higher-lifetime-alcoholism-risk>.

FAQ ON EXTRACURRICULAR CODE

- 1. What is the purpose of the Extracurricular Code?** The Profile of a Learner that AHISD is committed to nurture includes developing a healthy sense of self, employing skills for life, and engaging socially and globally. Opportunities to participate in extracurricular activities provide students with particular experiences to develop these attributes through leadership and membership on a team. Maintaining high standards of personal conduct as a member of a team representing Alamo Heights ISD is essential to achieve these ends. Thus, the Extracurricular Code is intended to help students to identify high standards of personal conduct and to hold themselves accountable for upholding those standards. Our role as a school is to work together with students and parents to encourage and to support healthy choices, to learn from mistakes, and to develop character through the process of fulfilling the Profile of a Learner.
- 2. Does the school have the legal right to govern my behavior outside of school?** Courts have consistently held that extracurricular activities are privileges and not rights, and schools have the authority to enforce and create rules that apply, even off campus, so that these students are held to a higher standard in order to participate in the privilege. For example, a 2005 Texas Supreme Court case held that, at the collegiate level, a student had no constitutional right to participate on a swim team (National Collegiate Athletic Assoc. v. Yeo, 2005), citing an earlier 1985 high school case that stated, “a student has no interest in participating in extracurricular activities that is protected by the Texas Constitution’s guarantee of due course of law” (Spring Branch v. Stamos, 1985). In 2006, in a case involving cheerleading at Flour Bluff ISD, the 13th Court of Appeals wrote, “the Texas Supreme Court has repeatedly held that participation in extracurricular activities is not a fundamental right. We agree with the Supreme Court’s statement in Eanes that judicial intervention in matters such as these often does more harm than good” (Sutton v. Flour Bluff ISD, 2006). Furthermore, the Texas Commissioner of Education has upheld a district’s enforcement of extracurricular codes, such as the 1999 decision regarding a baseball player suspended from the team for a non-school related spring break alcohol offense (Ryan F. b/n/f Don G. & Glen F. v. Navasota ISD, Tex. Comm’r of Educ. Dec. 1999).
- 3. Whom does the Code apply to?** Every student involved in a club, extracurricular, or co-curricular activity is required to abide by the Extracurricular Code. When a student involved in one of those activities violates a part of the Code, the consequences are enforced for that student’s participation in his/her activity.
- 4. Is it in effect year-round?** Yes, the Code covers time outside of the school day, such as evenings and weekends, as well as holidays and summer vacation. Even if a violation occurs during a time when a student involved in an extracurricular activity is “off season” disciplinary consequences will be assigned.

- 5. Is there a “statute of limitations”? That is, does it matter how long ago a violation happened?** Yes. In general, offenses that occur during the same school year (inclusive of the preceding summer vacation) will be enforced. Beyond a school year, enforcement depends on the severity of the violation. An egregious or violent act committed more than the year prior may need to be enforced to ensure the safety and healthy functioning of the team or school.
- 6. What is the rationale for “first-hand knowledge” as the standard to use for investigating an alleged violation of the Code?** Information from someone with first-hand knowledge about an alleged violation presents school officials with immediately verifiable evidence of a violation. Information from a source *without* first-hand knowledge is not immediately verifiable. School officials will seek to verify as closely as possible to first-hand verification. We must consider that asking students for information about violations can be emotionally difficult on all parties involved. Strong, trusting relationships between school officials and students is crucial in achieving the ultimate goals of Extracurricular Code, so we must be careful to protect trust and relationships as we enforce the Code. We must not sacrifice a student’s dignity, respect, and relationships in the process. The manner in which we deal with students as we investigate an allegation is certainly important, and so are the kinds of allegations we may investigate.
- 7. If I am at a party where minors are consuming alcohol or drugs being, but I am not using them myself, will I get in trouble? Is that a violation?** Yes. Presence at an event where alcohol and drugs are openly being consumed by minors is a violation of the Code. If students find themselves in these kinds of situations, they should remove themselves immediately. We know that being in these kinds of situations is not good for kids, and a team member should not support those who make poor choices by breaking the law.
- 8. What if I am at a party where no alcohol is being provided or openly consumed, but someone shows up under the influence or with alcohol? Is that a violation?** No. If you are with other minors who are not drinking and other minors under the influence show up, you are *not* violating the Code. However, if a minor distributes alcohol and others from your party consume it you need to leave immediately because the distribution and consumption of alcohol now becomes a violation for everyone who remains there.
- 9. Am I allowed to attend Senior Party?** Yes. Attending the Girls’ Senior Party is not a violation of the Code as long as alcohol is not provided and openly consumed by minors there. We want you to enjoy time with friends while in high school. However, you may know that sometimes drug and alcohol issues arise at the Senior Party, so you need to stop and think about it before attending. You don’t want to put yourself in a situation that would possibly get you into trouble. If you know that a pre-party or afterparty is being planned where alcohol will be provided to minors, make the decision to avoid that party.

- 10. What if I am a designated driver who is called to a party to pick up a friend who is under the influence? Is that a violation?** No. As long as you don't go into a party where alcohol or drugs are openly provided or consumed, you will not be in violation of the Code. Sometimes, your service as a designated driver might require you to enter a party, which is understandable, as long as you leave immediately.
- 11. What if I am with my family and I consume alcohol? Is that a violation?** It depends. State law allows parents to provide alcohol to their child for consumption with the parents, so that would be allowed. State law does not allow another family member, such as an older brother, uncle, or aunt, to provide alcohol to a minor. On this point, the district would follow what the law allows regarding family members providing alcohol to their minor children. It is important to note that parents providing alcohol to minors who are NOT their own children is strictly prohibited and currently is illegal in Texas. A minor who drinks alcohol provided by a parent (not his/her own parent) would be in violation of the Code. If a parent breaks the law by providing alcohol to minors (who are not their own children), they create a scenario that violates the Code.
- 12. Why did the district revise the extracurricular code?** The district constantly reflects on the daily experience of students with regard to our mission and vision. In the case of the extracurricular code, district officials saw that it needed more clarity about particular alcohol and drug offenses and a larger discussion about which elements should be included in the code, such as academic integrity. Through a collaborative process involving multiple conversations and venues, parents, students, and school staff, the extracurricular code was developed.
- 13. Why was academic integrity removed from the Extracurricular Code?** A violation of academic integrity may damage the relationship of trust between a student and a teacher. Teachers, however, feel that they are able to repair that trust through ongoing personal relationship with the student. When extracurricular activities were taken away from a student, they increased the severity of the situation and took decision making out of the control of the teacher, impeding the repair of the student-teacher relationship, which is crucial to a constructive classroom environment. Based on input from teachers and students, we came to see that it felt like double jeopardy to have a students receive consequences in the classroom (e.g., lowered grade) and in their extracurricular activities with the first or second instance of violating academic integrity. Teachers do, however, see that when a pattern of violating academic integrity develops, such as a third offense during a student's high school tenure, then increasing the severity of consequences outside of the teacher's control (to In-School Suspension (ISS) and the subsequent impact on Extracurricular Code) is important for the student's larger learning and growth.

- 14. How does a student get caught for violating the Code?** Campus administrators can find out about an alleged violation of the Code in a number of ways. Here are some examples: A parent might contact administrators about a violation involving their child or other children. A student might do the same. Someone might see a picture posted on social media in which violations are apparent. A school employee might happen upon pictures on social media or witness a violation first-hand. Regardless of the method of discovery, it is important to note that **allegations are investigated before a determination is made about whether or not a student actually violated the Code.** Students are presumed innocent until a preponderance of evidence says otherwise. Additionally, it is important to note that anonymous tips will not be investigated.
- 15. Do I have a right to know who turned me in?** No. While people are required to identify themselves to administrators if an allegation is to be investigated, the administrators may not necessarily share the source of their information. Protecting confidentiality of sources is important to maintain a healthy flow of information needed to ensure student safety. Some people fear reprisals from providing information, and the interest in maintaining student health and safety outweighs the need to know who provided the information.
- 16. What if an allegation about a Code violation is made via an anonymous tip? What does the school do?** The school will not investigate an alleged violation of the Code that comes from an anonymous source. It is important, however, for parents and students to have a partnership that encourages open communication about health and safety. Campus administrators may, therefore, notify the parents of children involved in the allegation so all parents are aware that a concern has been raised. No other action will be taken by the school.
- 17. What is the role of the anonymous tip line and the Extracurricular Code?** The district's anonymous tip line has no role in enforcing the Extracurricular Code. Since 2010, the anonymous tip line was initiated to report concerns about student and campus safety, such as having contraband on campus, illegal activity that may harm students or the campus, or providing counseling services when there are concerns about the wellbeing of a child. The school will not investigate an alleged violation of the Extracurricular Code that comes from an anonymous source, whether it is the tip line or otherwise. It is important, however, to involve parents and students in partnerships that encourage open communication about health and safety. Campus administrators will, therefore, notify the parents of the child when a concern has been reported so the parents are aware that a concern has been raised. However, the school will take no action.
- 18. What role do photos play in reporting a violation?** Photos are one source of information that campus administrators may use to investigate an alleged violation of the Code. As with other information, photos are part of the investigation that administrators use to verify the facts of the case. Administrators talk to people who may have first-hand knowledge of the event in

the photo to confirm the facts surrounding the photo. Like verbal information, visual evidence, can be an important part of enforcing the Code so that we can achieve our overall purpose behind the Code: leadership within high standards of a healthy sense of self, employing skills for life, and engaging socially and globally.

- 19. Who determines whether a student has violated the Code?** After investigating the allegation, campus administrators (with input from coaches and sponsors) determine whether a student has violated the Code.
- 20. How is a violation determined?** When campus administrators learn of an alleged violation, whether it is reported by someone or they find out about it through other means, the administration investigates the allegation. Investigations can vary in their steps and methods, but all include a gathering of the facts, usually by speaking to people who may have first-hand knowledge of the event.
- 21. What happens when a student or parent does not agree with the outcome of an investigation?** If a student or parent does not agree with the outcome of an investigation, her/she is encouraged to discuss his/her disagreement with the campus administration in an effort to understand the decision made and the facts that were verified. If he/she still wishes to appeal the consequences or decisions, he/she may do so using the procedures outlined in local policy (FNG LOCAL).
- 22. What is the role of the coach or sponsor in the Code?** The coach's or sponsor's role is to communicate clearly with students and parents about the importance of maintaining the standards in the Extracurricular Code and enforcing the consequences once campus administrators have notified them of a violation. Likewise, the coach or sponsor is expected to report information to administrators about violations and to support all aspects of the Code.
- 23. Are violations during the athletic season treated differently than violations out of season?** Yes and no. All consequences for a violation are the same, regardless of the extracurricular activity, in terms of the amount of time a student is suspended from an extracurricular activity. However, if you are in season, you will miss actual performances. If you are out of season, you have no performances to miss. For off season offenses *in athletics*, the student consequence is to miss participating in the team workout during practice, which is intended to be a natural consequence for a student in off-season. Instead of participating in team practice during the period, student athletes will engage in conditioning activities related to the sport or activity.
- 24. How does the district support students with addiction problems who are seeking treatment after a violation of the Code?** The district reserves the right to alter consequences for students who actively seek treatment for alcohol or drug addiction issues and who work with our AHISD Wellness Coordinator.

References:

National Collegiate Athletic Assoc. v. Yeo, 2005 available at <http://caselaw.findlaw.com/tx-supreme-court/1123658.html>

Spring Branch v. Stamos, 695 S.W.2d 556, 561 (Tex. 1985). Available at <https://casetext.com/case/spring-branch-isd-v-stamos>

Sutton v. Flour Bluff ISD, #13-05-623-CV (13th Civ. App) available at <http://law.justia.com/cases/texas/thirteenth-court-of-appeals/2006/15084.html>

Ryan F. b/n/f Don G. & Glen F. v. Navasota ISD, Tex. Comm'r of Educ. Dec. 1999 No. 113-R5-598

Descripción General del Proceso

Comenzando a finales de noviembre 2016, los líderes de AHISD dedicaron una gran cantidad de tiempo para revisar y examinar las Directrices actuales de Integridad Académica así mismo, El Código de 24 de Liderazgo por medio de un extensivo proceso de colaboración que se detalla a continuación:

- Reuniones con la administración actual (noviembre)
- Reuniones con el abogado asesor y la administración (noviembre)
- Grupos de enfoque con los entrenadores de AHISD (noviembre)
- Grupos de enfoque con los encargados de cada departamento de AHISD (diciembre)
- Grupos de enfoque con los entrenadores en jefe de AHISD (diciembre)
- Sesiones de medio día – Foros de Liderazgo de Estudiantes (enero)
- Sesiones de medio día con el Subcomité de Consejo Consultivo de Educación del Distrito-DEAC (enero)
- Actualización de presentación de la Junta de Síndicos (enero)
- Reunión con el Subcomité de DEAC (enero)
- Enfoqué de Grupo con los maestros de Bellas Artes (febrero)
- Enfoqué de Grupo sesión y comida con los estudiantes del Foro de Liderazgo (enero)
- Presentación a la Junta de Síndicos de AHISD (febrero)
- Grupo de enfoque con el equipo de toma de decisiones de preparatoria (febrero)

En marzo 8, del 2017, la Junta de Síndicos de AHISD examinó el esbozo final de las revisiones. Las directrices actualizadas para la Integridad Académica así mismo como el nuevo Código Extracurricular que está listo para ser publicado. La intención de estas regulaciones es de proveer a los estudiantes con expectativas claras para ayudarles a guiar sus decisiones y opciones que ellos toman a medida que aprenden las características excepcionales evidentes dentro de nuestro Perfil del Estudiante de AHISD. Un examen cuidadoso se ha realizado para el alineamiento apropiado y las variadas consecuencias por las violaciones en el intento de apoyar a los estudiantes que cometen errores en el camino con las consecuencias que son justas y que pretender ayudar con el modelamiento del comportamiento.

Hemos escuchado que hay una extrema necesidad de apartarse de la estructura y de consecuencias encubiertas para una cantidad de violaciones. También escuchamos que hay una necesidad de ser más transparentes sobre nuestras expectativas, nuestros procesos, y nuestros esfuerzos de comunicación. Estas recomendaciones han cambiado el anterior Código de 24 Horas de solo una página a un documento de varias páginas que es más claro, transparente y detallado en las expectativas que tenemos de nuestros estudiantes los cuales están representando nuestra escuela en una comunidad, mediante la participación en las opciones extracurriculares que ofrecemos. El lenguaje y la voz de los estudiantes es una parte importante de este producto final.

Estas dos directrices actualizadas se extenderán a los padres y estudiantes en foros múltiples a el comienzo del año escolar 2017-18. Sin embargo, en esta primavera, nosotros trabajaremos en comunicar las revisiones con todos los funcionarios (incluyendo, administradores, maestros, patrocinadores de los clubs, y los entrenadores). En la primavera también invertiremos tiempo trabajando en el diseño de oportunidades de aprendizaje para proporcionarle a nuestros estudiantes durante los períodos de asesorías en el nuevo año escolar. En última estancia, esto asegurará que el estudiante tenga una comprensión clara de las expectativas y las consecuencias de las violaciones. Todos los estudiantes de AHISD se les otorgará un “comienzo nuevo” (otra oportunidad) incluso con consecuencias que sucedieron en el pasado.



AHISD

Código Extracurricular

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VISIÓN GENERAL

El Distrito Escolar de *Alamo Heights ISD* se compromete a brindar numerosas oportunidades para que los estudiantes tengan acceso a los beneficios de participar en actividades extracurriculares. La participación en estas oportunidades proporciona a nuestros estudiantes muchas experiencias para aprender y practicar la responsabilidad, integridad, liderazgo, perseverancia, el respeto, el compañerismo, así mismo apoya directamente a la labor de nuestro distrito en la creación del Perfil del Estudiante de AHISD. Creemos que estas experiencias enriquecerán y potenciarán el desarrollo del estudiante en cada uno de los principios del Perfil del Estudiante:

- Comunicación y colaboración
- Desarrollar un sentido saludable de uno mismo
- Utilizar habilidades para la vida
- Tomar parte Social y Globalmente
- Búsqueda de conocimiento y comprensión
- Pensar de forma crítica y creativa

Las oportunidades de participar en actividades extracurriculares que proporcionan a los estudiantes con experiencias particulares para el desarrollo de estos atributos a través de liderazgo y pertenencia en un equipo. Manteniendo altos estándares de conducta personal como miembro de un equipo que representa a *Alamo Heights ISD* es esencial para lograr estos fines. Así, el código extracurricular de AHISD está diseñado para ayudar a los estudiantes a identificar normas elevadas de conducta personal y se hacen responsables de mantener dichos estándares. Nuestro papel como escuela es trabajar junto con los estudiantes y los padres para fomentar y apoyar opciones saludables, aprender de nuestros errores, y desarrollar el carácter mediante el proceso de conversión a el Perfil del Estudiante.

La participación en estas oportunidades extracurriculares es un privilegio y no un derecho. Estos grupos extracurriculares representan a *Alamo Heights ISD* en la comunidad, así que, con este privilegio, viene la expectativa de un carácter excepcional en nuestros alumnos, tanto dentro como fuera de la escuela. *Los estudiantes que practican actividades extracurriculares son una representación externa del distrito, y, por lo tanto, se reconoce algunas de las expectativas para los estudiantes involucrados en actividades extracurriculares excedan las expectativas del alumnado en general.*

Creemos que AHISD es responsable por educar y aconsejar a los alumnos en la importancia de mantener este código extracurricular, y las potenciales consecuencias infringidas a sí mismos, sus familias y compañeros de equipo respectivos si violasen este código. También es la intención del código identificar y claramente definir el curso de acción para los estudiantes, apoyándose en el proceso del nivel violaciones, para ayudar a los estudiantes a entender que un error no necesita convertirse en un permanente patrón de vida.

En todas las instancias de supuestas violaciones del Código Extracurricular, al estudiante se le proporcionara un debido proceso. El proceso para determinar que si se produjo una violación será establecido por el director(a) en su campus, basado en los procedimientos de investigación establecidos en este documento. Las violaciones a las reglas y expectativas resultarán en medidas disciplinarias y/o correctivas.

EXPETATIVAS DEL DISTRITO PARA LA APLICACIÓN DEL CÓDIGO

Con el fin de promover un sistema justo, y equitativo para apoyar a nuestros dirigentes estudiantiles, es una expectativa que todos los entrenadores y patrocinadores del programa comuniquen claramente las directrices que se encuentran en Código Extracurricular mediante una reunión con los padres antes del comienzo de cada temporada o año escolar. En esta reunión, los entrenadores o patrocinadores perfilarán las expectativas de líderes estudiantiles a lo largo del distrito de forma proactiva. Como adultos, debemos trabajar juntos para ayudar a los estudiantes a mantener altos estándares de conducta personal y como miembros representando Alamo Heights ISD, lo cual es esencial para obtener los beneficios del Código Extracurricular.

Creemos que la aplicación consistente del código es esencial para apoyar a los líderes estudiantiles en las decisiones que toman a cerca de su comportamiento. Por lo tanto, los entrenadores, directores patrocinadores de los clubs de AHISD están comprometidos a la aplicación sistemática de estas directrices. Les pedimos a los estudiantes que se comprometan de la misma manera responsabilizándose a ellos mismo y a sus compañeros de equipo para hacer cumplir estas directrices.

VIOLACIONES

Drogas, Alcohol y Tabaco/El uso de cigarros electrónicos

Ningún participante extracurricular, estando fuera del campus debe vender, dar, entregar, utilizar, poseer o estar bajo la influencia del alcohol o de ninguna sustancia controlada (o ilegal). Además, ningún participante extracurricular debe participar en ningún evento donde alcohol o cualquier otra sustancia controlada (o ilegal) sea proporcionada abiertamente o consumida por menores de edad. (si los estudiantes se encuentran en alguna situación así, deben retirarse de inmediato). *Nota: las infracciones en el campus están cubiertas por el Código de Conducta del Estudiante de AHISD. La línea de tiempo para las consecuencias comienza después de la finalización de la investigación de la denuncia por los administradores del campus.*

Ofensas DURANTE de la temporada:

- **Primera Ofensa:** Nota: Cada uno de los siguientes puntos debe completarse antes de que se pueda realizar la reinstalación.
 - (1) Una semana de suspensión de participación en actividades extracurriculares para el estudiante (Nota: los estudiantes todavía pueden participar en la práctica durante el periodo de clase y después de la escuela) y,
 - (2) dos sesiones de asesoramiento con un consejero de AHISD (al menos 30 minutos cada una) y,
 - (3) cinco detenciones durante el tiempo de almuerzo y,
 - (4) cuatro horas de servicio comunitario (debe obtener la aprobación previa de la administración).
- **Segunda Ofensa:** Nota: Cada uno de los siguientes puntos debe completarse antes de que se pueda realizar la reinstalación.
 - (1) Cuatro semanas de suspensión de participación en actividades extracurriculares para el estudiante (Nota: los estudiantes todavía pueden participar en la práctica durante el periodo de clase y después de la escuela) y,
 - (2) cuatro sesiones de asesoramiento con un consejero de AHISD (al menos 30 minutos cada una y,
 - (3) diez detenciones durante el tiempo de almuerzo y,
 - (4) ocho horas de servicio comunitario (debe obtener la aprobación previa de la administración).
- **Tercera Ofensa (o más):** La suspensión del estudiante de participar en actividades extracurriculares hasta por seis meses (y posible retiro de hasta un año completo).

Ofensas FUERA de la temporada (para atletismo): Estas consecuencias por ofensas fuera de temporada (por atletismo) se aplican a “Maltrato” y “Conducta...castigable como...” a continuación. Nota: Cada una de los siguientes puntos debe completarse antes de que se pueda realizar la reinstalación.

- (1) Los estudiantes atletas que violen el código extracurricular en el período fuera de la temporada tendrán el mismo nivel de consecuencias como cuando están dentro de la temporada; Sin embargo, su suspensión será de la práctica de equipo durante su periodo de atletismo. En su lugar, los estudiantes atletas participarán en acondicionamiento de actividades relacionadas con el deporte o actividad durante ese periodo y,

- (2) dos sesiones de asesoramiento con un consejero de AHISD (al menos 30 minutos cada una) y,
- (3) cinco detenciones durante el tiempo de almuerzo y,
- (4) cuatro horas de servicio comunitario (debe obtener la aprobación previa de la administración).

Maltrato

Ningún participante extracurricular, estando fuera del campus, debe participar en ninguna de estas cinco formas de maltrato que son: exclusión, insultos, intimidación (bullying), contacto físico no deseado, o actos en contra de todos. *Infracciones en el campus están cubiertas por el Código de Conducta del Estudiante de AHISD.* (Esto incluye el maltrato a través de la tecnología digital*).

El maltrato específicamente viola el Código Extracurricular si:

1. Si tiene efecto o tendrá efecto en dañar físicamente a algún estudiante daños a la propiedad de un estudiante o si coloca a algún estudiante en una posición de temor razonable hacia su persona o su propiedad; o
2. Si es muy severa persistente y bastante generalizada que la acción o la amenaza crea una intimidación, amenazante o entorno abusivo par algún estudiante.

- **Primera Ofensa:** *Nota: Cada uno de los siguientes puntos debe completarse antes de que se pueda realizar la reinstalación.*
 - (1) Una semana de suspensión de participación en actividades extracurriculares para el estudiante (Nota: los estudiantes todavía no pueden participar en la práctica durante el periodo de clase y después de la escuela) y,
 - (2) dos sesiones de asesoramiento con un consejero de AHSID (al menos 30 minutos cada una) y,
 - (3) cinco detenciones durante el tiempo de almuerzo y,
 - (4) cuatro horas de servicio comunitario (debe obtener la aprobación previa de la administración).
- **Segunda Ofensa:** *Nota: Cada uno de los siguientes puntos debe completarse antes de que se pueda realizar la reinstalación.*
 - (1) Tres semanas de suspensión de participación en actividades extracurriculares para el estudiante (Nota: los estudiantes todavía pueden participar en la práctica durante el periodo de clase y después de la escuela) y,
 - (2) tres sesiones de asesoramiento con un consejero de AHISD (al menos 30 minutos cada una) y,
 - (3) diez detenciones durante el tiempo de almuerzo y,
 - (4) ocho horas de servicio comunitario (debe obtener la aprobación previa de la administración).
- **Tercera Ofensa:** Seis semanas de suspensión de la participación en actividades extracurriculares (y posible retiro de hasta un año completo)

Conducta descrita en el Código del estúdiante de AHISD castigable como delito menor o delito

- **Primera Ofensa:** *Nota: Cada una de los siguientes puntos debe completarse antes de que se pueda realizar la reinstalación.*
 - (1) Una semana de suspensión de participación en actividades extracurriculares para el estudiante (Nota: los estudiantes todavía pueden participar en la práctica durante el periodo de clase y después de la escuela) y,
 - (2) dos sesiones de asesoramiento con un consejero de AHISD (al menos 30 minutos cada una) y,
 - (3) cinco detenciones durante el tiempo de almuerzo y,
 - (4) cuatro horas de servicio comunitario (debe obtener la aprobación previa de la administración).
- **Segunda Ofensa:** *Nota: Cada uno de los siguientes puntos debe completarse antes de que se pueda realizar la reinstalación.*
 - (1) Cuatro semanas de suspensión de participación en actividades extracurriculares para el estudiante (Nota: los estudiantes todavía pueden participar en la práctica durante el periodo de clase y después de la escuela) y,
 - (2) cuatro sesiones de asesoramiento con un consejero de AHISD (al menos 30 minutos cada una) y,
 - (3) diez detenciones durante el tiempo de almuerzo y,
 - (4) ocho horas de servicio comunitario (debe obtener la aprobación previa de la administración).
- **Tercera Ofensa:** La suspensión del estudiante en la participación de actividades extracurriculares hasta por seis meses (posible suspensión de hasta un año completo).

Nota para todos los tipos de infracciones: Los directrices de exención para los exámenes semestres de AHHS tiene criterio de infracciones del Integridad Académica, consulte esos directrices en cuento de exenciones para las exámenes semestres.

Aclaraciones**1.) Comunicación Electrónica**

Creemos que mantener altos estándares de conducta incluye también asegurar que la comunicación personal de nuestros alumnos en actividades extracurriculares a través de los medios electrónicos demuestre fuerte carácter. Esto incluye, pero no se limita a, comunicación electrónica en: redes sociales (eje. Facebook, Instagram, Twitter), compartir fotografías, mensajes de texto, y correos electrónicos.

Por lo tanto, cualquier dirigente estudiantil que participe en actividades inapropiadas, negativas, perjudiciales, lascivas, obscenas, fotos (sexuales), comentarios, o estados en ninguna red social tales como, pero no limitadas a Instagram, Snapchat, Facebook, GroupMe, Twitter, puede resultar en la expulsión del programa extracurricular.

2.) Manual de Participación/Constitución

Si el Manual de Participación/Constitución de la participación en actividades ha sido llenado con

actividades del patrocinador con el director, esta constitución tal vez contenga consecuencias agregadas o mayores por las infracciones, ya descritas en el Código Extracurricular.

3.) Discreción del Patrocinador

Además de las consecuencias descritas en el Manual/Constitución, cada patrocinador(s) tiene las facultades de aumentar la duración de la suspensión, o remover al estudiante permanentemente de la participación cuando la mala conducta del estudiante sea perjudicial en la representación de la actividad, escuela o comunidad.

4.) Audiciones individuales o pruebas no están sujetas a suspensión.

VERIFICACIÓN DE HECHOS

Alamo Heights ISD promueve procedimientos justos y equitativos para estudiantes que presuntamente cometieron una violación a el Código Extracurricular suponiendo que los estudiantes son inocentes hasta que se demuestre su culpabilidad por la violación del código. Estos procedimientos de aplicarán universalmente al verificar los hechos y se tomará en cuenta información de fuentes de las siguientes maneras:

-Quejas Anónimas y Denuncias no serán investigados con los objetivos de violaciones del Código

-Quejas verbales o escritas o alegatos relativos a un estudiante recibidos por un entrenador, patrocinador, o un administrador que levante sospechas razonables de violaciones potenciales del código será considerado y verificado por el director del campus, su representante y cuando sea necesario, un administrador de la oficina central correspondiente. Entrenadores y patrocinadores del club serán incluidos en el momento adecuado.

Una violación puede basarse en, pero no se limita a las siguientes fuentes de información:

- Información de primera mano por un empleado del distrito o por un oficial de la ley, de violación del código.
- El estudiante admite la violación a un empleado del distrito
- Información de primera mano de la violación, por múltiples fuentes que corroboraron
- Una imagen que muestre la violación (algunas veces depende de diferentes fuentes, que corroboran)
- Un correo electrónico o mensaje de texto que proporcione las pruebas de la violación
- Rumores de información NO SERAN usados en ninguna investigación.

PROCEDIMIENTOS PARA VERIFICAR INFORMACIÓN

En todos los casos de reportes de mala conducta que podrían resultar en consecuencias para el estudiante, una investigación debe producirse para proporcionarle a el estudiante una oportunidad razonable para el debido proceso. Los funcionarios de la escuela suponen que los estudiantes son inocentes hasta que se demuestre culpable de la violación, por lo que los procedimientos siguientes pretenden ofrecer equidad básica y eficaz en la investigación de los hechos. La verificación del procedimiento se realizará por cualquiera de los siguientes: el entrenador, director, maestros, administrador del campus, administrador de la oficina central, y /o la combinación de alguno de los anteriores. La investigación se debe conducir de inmediato después del recibo las quejas o denuncias, pero en ningún caso las investigaciones se deben de empezar no más tarde de cinco (5) días de haber sido recibida.

Los procedimientos de investigación podrían incluir, pero no se limitan a, lo siguiente:

1. Una vez recibido el reporte de la supuesta violación del código, el oficial(s) de la escuela llevará a cabo las entrevistas necesarias con la persona que hizo el reporte, junto con otros testigos para reunir los datos necesarios para determinar si el acusado está o no violando el Código Extracurricular. Cuando sea posible, Los oficiales escolares deben obtener declaraciones escritas de los testigos.
2. Los Oficiales escolares también recopilarán y revisarán cualquier otra documentación y evidencia física, si la hay, relacionada a la investigación y mantendrán una copia para el archivo de la investigación.
3. Al terminar todas las entrevistas y las declaraciones de los testigos, la recopilación de las declaraciones, los oficiales escolares se reunirán con el estudiante acusado para permitirle a el alumno la oportunidad de abordar todas y cada una de las alegaciones investigadas. El estudiante debe tener el derecho de preparar y presentar una declaración escrita.
4. Una vez que el estudiante acusado de la violación del código respondió, los oficiales escolares deben determinar **si la preponderancia de la evidencia recaudadas durante la investigación demuestra que se violó el Código Extracurricular, como se presumía.** *La preponderancia de evidencia significa que es más probable que no se produjo mala conducta.* Antes de hacer una determinación oficial, los oficiales escolares conduzcan una investigación consultarán con su supervisor para revisar la evidencia y las conclusiones.
5. Los funcionarios escolares harán todo lo posible para notificar a los padres sobre el resultado de la investigación y la asignación de las consecuencias, como se indica #6 y #7 a continuación.
6. Si el estudiante acusado de la violación niega la participación en la mala conducta alegada, o cualquier otra mala conducta, y los oficiales escolares concluyen que la preponderancia de que la otra evidencia disponible **no** apoya que cualquier mala conducta ocurrió, entonces el estudiante y los padres serán notificados que la investigación se cerró sin futuras consecuencias.

7. Si los oficiales escolares concluyen que la preponderancia de la evidencia demuestra que el estudiante **si violó** el Código Extracurricular, entonces el estudiante y los padres serán informados de las conclusiones y las consecuencias apropiadas que serán impuestas.
8. El Distrito no está obligado por ninguna investigación concurrente de la aplicación de la ley que pueda ser conducida por quejas o denuncias de mala conducta por ninguna agencia de fuera de del Distrito, obligados por los resultados de la aplicación de la ley de proceder en contra del estudiante acusado. Tales procedimientos separados y a parte de la investigación del Distrito y no se rigen por las mismas normas probatorias. El Distrito se reserva el derecho de hacer valer las consecuencias necesarias para el estudiante a pesar de los resultados de cualquier otra agencia.
9. Los oficiales escolares deberán proporcionar una copia de las conclusiones y consecuencias impuestas, si las hay, al estudiante y a los supervisores adecuadamente.

Si los padres del estudiante están en desacuerdo con las consecuencias o las decisiones descritas en El Código Extracurricular, y desean apelar las consecuencias o la decisión, pueden hacerlo usando la política del distrito descrita en las Política del Consejo Escolar Directiva FNG (LOCAL).

CONTRATO

Previo verificación de una primera infracción del Código Extracurricular, el estudiante estará obligado a asistir a una conferencia en la que Él o Ella serán presentados con un contrato detallado de las futuras expectativas de comportamiento. El contrato será firmado por el estudiante, los padres y/o tutor legal, el administrador del plantel educativo, y su entrenador(a), director o patrocinador (y el coordinador deportivo correspondiente si así es el caso). El contrato reflejara el entendimiento de las expectativas para futuras violaciones de la regla.

AVISO DE CONFERENCIA

Contrato por violación del Código Extracurricular

Formar parte del programa extracurricular de Alamo Heights es considerado un honor y un privilegio, y no un derecho. Los estudiantes están obligados a acatar el Código Extracurricular ya sea que el estudiante esté en la escuela o no. Los estudiantes que participan en actividades extracurriculares deben cumplir con las consecuencias disciplinarias por cualquier incumplimiento del Código Extracurricular. Las consecuencias de la violación de las normas de conducta establecidas en el código son además de las consecuencias disciplinarias impuestas por los oficiales escolares para el comportamiento que viole las reglas disciplinarias del distrito establecidas en el Código de Conducta Estudiantil.

Este contrato confirma que se ha celebrado una conferencia entre el estudiante y sus padres o tutor legal, su entrenador(a), director o patrocinador, y algún administrador del recinto escolar (y el coordinador deportivo correspondiente si así es el caso).

Las consecuencias de la violación del Código Extracurricular serán las siguientes:

Las siguientes consecuencias tendrán como resultado si una furita violación del Código Extracurricular ocurriese:

Este documento debe ser firmado por el estudiante y el padre, madre o tutor legal si el estudiante es reincorporado por cualquier organización extracurricular

Estudiante (Nombre)

Padre o Tutor (Nombre)

Estudiante (Firma)

Padre o Tutor (Firma)

Fecha

Fecha

Entrenador, Director o Patrocinador

Administrador Escolar

EL PAPEL DE LOS PADRES

El compromiso y el apoyo de los padres son características distintivas del éxito estudiantil de Alamo Heights ISD. Ya sea participando en juegos o asistiendo a conciertos, grupos de voluntariado escolar, recaudando fondos a través de clubes de refuerzo o dar a sus propios hijos, amor y apoyo, los padres son la clave para nuestro éxito. Los padres son los primeros maestros para sus hijos, y nosotros respetamos enormemente el papel crítico que desempeñan en el desarrollo de sus hijos. Los padres y educadores tienen una oportunidad única de trabajar en sociedad, mano a mano, para el beneficio de todos los niños.

El Código Extracurricular es una de las maneras en que los padres y la escuela pueden trabajar en conjunto. Estableciendo expectativas comunes sobre el seguimiento de la ley, nosotros preparamos a nuestros estudiantes para el éxito. ***Contamos con la ayuda y el apoyo de todos los padres de AHISD para asegurarnos que el Código Extracurricular sea visto como un documento significativo para ayudar a nuestros estudiantes a tomar decisiones apropiadas con respecto a su comportamiento y apoyarlos en el desarrollo de su carácter.*** Nosotros sabemos que la colaboración entre los padres y nuestro distrito depende de una confianza mutua. Este documento refleja el espíritu de colaboración entre el hogar y nuestros recintos escolares. Nuestros padres quieren lo mejor para sus hijos y nuestro personal que se dedica al servicio como entrenadores, patrocinadores, y administradores, también quieren lo mismo para los estudiantes de AHISD.

La cultura con respecto al consumo de alcohol en menores ha cambiado considerablemente. Muchas personas crecieron con un límite de beber de los 18 años, que no era reforzado muy estrictamente. También era poco conocido entonces los efectos por beber de los menores de edad. *Una de las razones por las que la ley cambió a la edad de 21 es porque el impacto que el Alcohol puede causar en el desarrollo del cerebro. Estudios han demostrado que el (46%) que desarrollaron dependencia alcohólica fueron expuestos al alcohol alrededor de la edad de 16 años* (véase la exhibición A). Hoy en día, las leyes del consumo de alcohol por menores de edad son muy estrictas, y la intención de este Código Extracurricular es de asegurarse que nuestros estudiantes sigan la ley, y participen en un comportamiento saludable y comprendan las claras expectativas como representantes de la escuela a través de su participación en las actividades extracurriculares.

Como padre, usted puede apoyar más a la aplicación de nuestro código de las siguientes maneras:

- Haciendo un compromiso para comprender las expectativas y ayudar a su hijo a tomar decisiones que apoyen la responsabilidad añadida de la participación en actividades extracurriculares y clubes.
- Haciendo un compromiso de seguir la ley relacionada con la edad de consumo de alcohol y drogas.
- Participar en conversaciones continuas con sus hijos acerca de la opción de mantener el Código y cómo una elección mala que conduce a la violación de Código, impactar a su familia y amigos, la escuela y sus organizaciones extracurriculares (incluyendo a sus compañeros de equipo).
- Ayudando a los estudiantes a tomar responsabilidad cuando ellos violen el Código. Reconocer que los estudiantes algunas veces cometen errores y que el Código Code pretende ayudar a los estudiantes a tomar responsabilidad en un entorno de oportunidades limitadas cuando ellos cometen errores. Esto no pretende ser un juicio sobre el estudiante sino más bien una experiencia de aprendizaje.

-Reconociendo que, como padres de familia, frecuentemente no disponemos de todos los hechos que rodean las situaciones disciplinarias las cuales no implican directamente a nuestros propios hijos y hacer una decisión para apoyar el proceso descrito en el Código.

-Haciendo un compromiso de comunicarse directamente con otros padres cuando usted tiene información que le concierne acerca de su hijo(a).

-Notificar a la Comisión de Bebidas Alcohólicas de Texas (*TABC por sus siglas en inglés*) si usted está al tanto de algún adulto que proporcione bebidas alcohólicas o drogas a menores, o que proporcione su casa como un lugar para que alcohol o drogas sean consumidas o proporcionadas. Nuestros estudiantes merecen estar rodeados por adultos y otros padres que sí apoyen su elección de participar en actividades extracurriculares, no adultos que pongan a nuestros niños en situaciones de que los predispongan al fracaso.

Nosotros entendemos que en algunas ocasiones el Código Extracurricular requiere que los padres se involucren en conversaciones difíciles. También sabemos que Alamo Heights es un distrito escolar que tiene pasión por la excelencia, y esta pasión requiere que tengamos unos estándares de calidad altos para nuestros hijos los cuales tal vez experimentamos cuando estuvimos en la escuela. Todos nosotros queremos lo que es mejor para nuestros hijos, y esto nos obliga a tener el coraje de examinar nuestros pensamientos y comportamientos alrededor de estos temas.

Padres, muchas gracias por su increíble apoyo.

EXCIBICIÓN A

Fuente: Beber a edad temprana está vinculado a tener un riesgo más alto de alcoholismo de por vida. (Julio 3, 2006). Recuperado 15 de febrero, 2017, desde <https://www.niaaa.nih.gov/news-events/news-releases/early-drinking-linked-higher-lifetime-alcoholism-risk>.

PREGUNTAS FRECUENTES SOBRE EL CÓDIGO EXTRACURRICULAR

1. **¿Cuál es el propósito del código extracurricular?** El Perfil del Estudiante de AHISD se compromete a nutrir incluyendo el desarrollando un sentido saludable de sí mismo, empleando habilidades para la vida, y participando socialmente a nivel mundial. La oportunidad de participar en actividades extracurriculares proporciona a los estudiantes experiencias particulares para el desarrollo de los atributos de a través de liderazgo y participación de equipo. Mantener conductas personales altas como un miembro de un equipo que representa Alamo Heights ISD es esencial para lograr estos objetivos. Así el Código Extracurricular pretende ayudar a los estudiantes a identificar los altos estándares de conducta personal y se responsabiliza de mantener estos estándares. Nuestro papel como escuela es trabajar juntos con los estudiantes y padres para promover el apoyo a las opciones saludables. A aprender de sus errores, y a desarrollar carácter y el proceso de cumplir con El Perfil del Estudiante.
2. **¿La escuela tiene el derecho legal de gobernar mi comportamiento fuera de la escuela?** Los tribunales han sostenido que las actividades extracurriculares son privilegios no derechos, y las escuelas tienen la autoridad de hacer las reglas y hacerlas cumplir, inclusive fuera de los planteles escolares, de modo que los estudiantes son mantenidos en un nivel alto de calidad estandarizada para poder participar en los privilegios. Por ejemplo, un caso de La Corte Suprema de Texas en el 2005 el caso sostuvo que, a nivel universitario, el estudiante no tiene ningún derecho constitucional de participar en un equipo de natación (*National Collegiate Athletic Assoc. v. Yeo*, available at <http://caselaw.findlaw.com/tx-supreme-court/1123658.html>), que afirmó citando que en 1985 un caso anterior que decía, “un estudiante no tiene el interés en participar en actividades extracurriculares está protegido por la ley de la Constitucional de Texas garantizado debido al procedimiento legal” (*Spring Branch v. Stamos*, 695 S.W.2d 556, 561 (Tex. 1985)). En el 2006, Un caso que involucraba *cheerleading* (porristas) en *Flour Bluff ISD*, la 13a Corte de Apelaciones sostuvo que, “La Corte Suprema de Texas sostuvo repetidamente la participación en actividades extracurriculares no es un derecho fundamental. Nosotros estamos de acuerdo con la declaración de la Corte Suprema, la cual valida la intervención judicial en asuntos como éstos a menudo “hace más daño que un bien” (*Sutton v. Flour Bluff ISD*, #13-05-623-CV (13th Civ. App) available at <http://law.justia.com/cases/texas/thirteenth-court-of-appeals/2006/15084.html>). Por otra parte, El Delegado de Texas para la Educación se ha definido la ejecución de la aplicación de códigos extracurriculares, como la decisión de 1999 con respecto a un jugador de béisbol suspendido del equipo por una ofensa de acholo fuera de la escuela, relacionado con las vacaciones de primavera (*Ryan F. b/n/f Don G. & Glen F. v. Navasota ISD*, Tex. Comm’r of Educ. Dec. No. 113-R5-598).
3. **¿A quién le aplica el Código?** Cada uno de los estudiantes involucrados en algún club extracurricular, o actividad curricular que requiera cumplir con el Código Extracurricular. Cuando

un estudiante esté involucrado en alguna de estas actividades y viole el código, se le aplicarán las consecuencias por la participación en esta actividad.

4. **¿Es efectivo todo el año?** Sí, el Código también cubre el tiempo fuera de la escuela, como las noches y fines de semana, días de descanso y vacaciones. Inclusive si la violación sucede durante el tiempo que nuestros atletas o estudiantes están fuera de “la temporada” también hay consecuencias disciplinarias asignadas.
5. **¿Hay alguna “limitación de estatutos”? Es decir, ¿Es importante cuanto tiempo atrás ocurrió la violación?** Sí. En general, las ofensas que ocurren en el mismo año escolar (incluyendo las vacaciones de verano anteriores) serán ejecutadas. Más allá de un año escolar, la aplicación depende de la gravedad de la infracción. Un acto atroz o violento cometido más allá del año anterior tal vez será necesario para garantizar el buen funcionamiento de la escuela o el equipo.
6. **¿Cuál es el fundamento de la razón de ser del “conocimiento de primera mano”** como el estándar que se te utiliza para investigar una presunta violación del Código? La información sobre alguien como conocimiento de primera mano acerca de una supuesta violación de código es presentada a funcionarios de la escuela mediante evidencia verificable. Los funcionarios escolares procuraran verificar lo más cerca posible como de primera mano. No debemos subestimar el potencialmente preocupante impacto en los estudiantes de los funcionarios de la escuela, preguntándole a los estudiantes por información de las violaciones. Una relación de confianza fuerte entre los estudiantes y los oficiales escolares es crucial para lograr los objetivos finales del Código Extracurricular. Mientras que hacemos cumplir el Código, no debemos sacrificar la dignidad de los estudiantes, el respeto, y las relaciones entre ellos durante el proceso. La manera en la cual tratamos a los estudiantes, ya que estamos investigando una acusación es ciertamente importante, y también lo es la manera en que decidimos investigar las acusaciones.
7. **¿Si yo estoy en una fiesta en la cual son consumidos alcohol y drogas por menores de edad, pero yo no estoy consumiendo nada, tendré problemas? ¿Esto es una violación?** Sí, presenciar un evento en el cual se están consumiendo abiertamente drogas y alcohol por menores es una violación al Código. Si el estudiante se encuentra a sí mismo en este tipo de situación, deben salir de allí inmediatamente. Nosotros sabemos que estar en este tipo de situaciones no es nada bueno para menores, y un miembro de un equipo no debe apoyar a otros (los cuales estén tomando malas decisiones que quebranten la ley) con su presencia.
8. **¿Qué tal que estoy en una fiesta donde no se está proporcionando alcohol o consumiendo abiertamente, y alguien llega bajo la influencia del alcohol o con alcohol? ¿Es esto considerado una violación?** No, si tu estas con otros menores que no están bebiendo, y otro menor llega, tu no estarías violando el Código. Sin embargo, si el menor empieza a distribuir alcohol a otros de tu reunión y comienzan a consumirlo, debes retirarte de inmediato por que

consumir y distribuir, ahora convierte esto en una violación de Código de todos lo que permanezcan en ese lugar.

9. **¿Tengo derecho asistir a la Fiesta de *Seniors* (alumnos del último año escolar)?** Sí, asistir a las fiestas de chicas, *Senior Party* no es una violación del Código siempre y cuando alcohol no sea proporcionado y abiertamente consumido por menores allí. Nosotros queremos que disfruten su tiempo con sus amigos mientras están en la preparatoria. Sin embargo, *usted* puede saber que el alcohol y las drogas ocurren en las fiestas de Seniors, por lo que necesitas detenerte a pensar antes de asistir. No quieres ponerte a ti mismo en esa situación que posiblemente te va meter en problemas. Si tú sabes que una pre fiesta o una torna fiesta está siendo planeada y que será proporcionado alcohol a menores, haz la decisión de evitar el asistir a dicha fiesta.
10. **Si yo soy un chofer designado y me llaman para ir a recoger a un amigo que esta abajo la influencia del alcohol en una fiesta, ¿esto es una violación?** No, mientras tú no entres en la fiesta donde se está sirviendo alcohol y consumiendo drogas abiertamente, tú no estarás en violación del código. Algunas veces, tú como conductor designado entras y sales de una fiesta inmediatamente con tu amigo, eso es comprensible.
11. **¿Qué sucede si estoy con mi familia y yo soy el que consume alcohol? ¿es esto una violación?** Depende. La ley estatal permite que los padres proporcionen alcohol a su hijo (a) para con sumo con su padre (s), por lo que estaría permitido. Además de esto, la ley del estado no permite que otro miembro de la familia, como un hermano, tío, o tía, le proporcionen alcohol a un menor. En este punto, el Distrito seguirá lo que la ley permite con respecto a los miembros de la familia proporcionando bebidas alcohólicas a sus hijos menores de edad. Es importante tener en cuenta, también, que los padres la proporcionar alcohol a menores de edad que NO sean sus hijos propios está estrictamente prohibido y actualmente es ilegal en Texas. Un menor que es sorprendido consumiendo alcohol que otro padre le proporcionó – que no es su propio padre – estará en la violación del Código. Si un Padre está violando la ley al proporcionar alcohol a menores (que no son sus propios hijos), se crea un escenario que estaría violando el Código.
12. **¿Por qué el distrito revisa el Código extracurricular?** El distrito constantemente reflexiona sobre las experiencias cotidianas de los estudiantes con respecto a nuestra misión y visión. En el caso del Código Extracurricular, los oficiales del distrito se percataron que es necesario más claridad acerca de las ofensas de alcohol y drogas y una mayor discusión sobre qué elementos deben incluirse en el código, cómo la integridad académica. A través de un proceso de colaboración que implique múltiples conversaciones y lugares, padres alumnos y personal escolar que revisarán el Código Extracurricular.
13. **¿Por qué se eliminó la integridad académica del Código Extracurricular?** Una violación de la integridad académica puede dañar la relación de confianza entre un alumno y un maestro, pero los maestros sienten que ser capaces de reparar esa confianza en la atmosfera del salón de clases y las consecuencias en su día a día de relación con el estudiante. Cuando las actividades

extracurriculares se le quitan a el estudiante, se aumenta la severidad de la situación y la toma de decisiones queda fuera del control del maestro, y en el camino de avanzar y reparar la relación estudiante-maestro, lo cual es crucial para el ambiente constructivo del aula. Basado en las aportaciones de maestros y estudiantes, hemos llegado a ver que se siente como el principio del “non bis in ídem” (un mismo hecho resulte sancionado más de una vez) tener estudiantes que reciban consecuencias en el salón de clases también (ejemplo: bajarlo de grado) y en sus actividades extracurriculares con su primera y segunda instancia de violación de integridad académica. Sin embargo, los maestros, ven que cuando se desarrolla un patrón de violación de integridad académica, como una tercera ofensa durante su estancia del estudiante en la preparatoria, entonces incrementa la severidad de las consecuencias fuera del control del maestro tomar (como la suspensión en la escuela (*ISS*) y el impacto subsecuente en el Código Extracurricular) es importante para el aprendizaje y crecimiento del estudiante.

14. **¿Cómo puede un estudiante ser atrapado violando el Código?** Los administradores del campus pueden encontrar información sobre una supuesta violación del código, en un diverso número de maneras. Aquí hay algunos ejemplos: un padre se podría poner en contacto con algún administrador en referencia a alguna violación que implique a su hijo u otros menores. Un estudiante podría hacer lo mismo. Alguien podría ver una imagen publicada en las redes sociales en la cual la violación podría ser aparente. Un empleado de la escuela también podría cruzarse con las imágenes en las redes sociales o ver la situación él mismo. Independientemente del método en que se den a conocer las denuncias, es importante tomar en cuenta que las denuncias sean investigadas antes de hacer una determinación acerca de si un estudiante violó o no el Código. Los estudiantes se presumen inocentes hasta que haya una preponderancia de pruebas que indiquen lo contrario. Además, es importante notar que las denuncias anónimas no serán investigadas.
15. **¿Tengo el derecho de saber quién me denuncia?** No. mientras que las personas están obligadas a identificarse ente los administradores escolares si una denuncia es investigada, los administradores no pueden compartir a su Fuente de información. Proteger la confidencialidad de su fuente de información es importante, cuando se solicita por el informante, para mantener el flujo saludable de información necesario para garantizar la seguridad de todos los estudiantes. Algunas personas les temen a las represalias por proporcionar información y el interés de mantener la salud y la seguridad de los estudiantes supera la necesidad de saber quién proveyó la información.
16. **¿Qué pasa si la denuncia de la violación del Código se hace llegar a través de una fuente anónima? ¿Qué es lo que la escuela hace?** La escuela no investigara una violación presunta del código que viene de una fuente anónima. Es importante, sin embargo, implicar a padres y estudiantes en una sociedad que anime a la comunicación abierta sobre salud y seguridad. Los administradores de los recintos escolares podrían, por lo tanto, notificar a los padres de los niños

involucrados en la denuncia para que los padres estén conscientes que se ha planteado un asunto. Ninguna otra acción será tomada por la escuela.

17. **¿Qué papel desempeña la línea de denuncia anónima y el Código Extracurricular?** La línea de denuncia anónima del Distrito no tiene ningún papel en el hacer cumplir el Código Extracurricular. Desde el 2010, La línea de denuncia anónima está diseñada para reportar estudiantes o preocupaciones de seguridad en el campus, actividades ilegales que pudieran dañar a los estudiantes o el campus en sí, o para proporcionar servicios de consejería cuando hay preocupaciones concernientes a cerca del bienestar de un menor. La escuela no investigará denuncias de violaciones del Código Extracurricular que vengan de fuentes anónimas, ya sea de la línea de denuncia anónima o cualquier otra fuente. Es importante, sin embargo, implicar a padres y estudiantes en una sociedad que se atreva a la comunicación abierta sobre salud y seguridad. Los administradores de los recintos escolares podrían, por lo tanto, notificar a los padres de los niños involucrados en la denuncia para que los padres estén conscientes que se ha planteado un asunto. Ninguna otra acción será tomada por la escuela.
18. **¿Cómo las imágenes encajarían como una violación?** Las imágenes son una fuente de información que los administradores de los campus pueden utilizar para investigar una denuncia de la violación de Código. Como con otras informaciones, las imágenes son parte de la información que los administradores usan para verificar los hechos del caso. Como tales, los administradores hablan con personas que podrían tener información de primera mano del evento de la imagen y los hechos que rodean a esa imagen, pueden ser una parte importante de hacer cumplir el Código por lo que podríamos lograr nuestro propósito general detrás del Código: Liderazgo dentro de los altos estándares desde un sentido sano de sí mismo, empleando habilidades para la vida y la participación social y a nivel mundial.
19. **¿Quién determina si un estudiante ha violado el Código?** Los administradores del campus (con la colaboración de los entrenadores y los patrocinadores) determinarán si un estudiante ha violado el Código, solo después de haber investigado la denuncia.
20. **¿Cómo se determina una violación?** Cuando un administrador del campus hace una averiguación de una supuesta violación, si es reportado por una persona o se conoce por otro medio, la administración investiga la alegación. Las investigaciones pueden variar en sus procesos y métodos; pero todos incluyen una recopilación de los hechos, usualmente hablando con las personas que podrían tener la información de primera mano del evento en cuestión.
21. **¿Qué pasa cuando un padre y/o el estudiante no están de acuerdo con los resultados de la investigación?** Si el estudiante o el padre no están de acuerdo con los resultados de la investigación, se les alienta a discutir su desacuerdo con los administradores del campus en un esfuerzo de comprender la decisión tomada y los hechos que fueron verificados. Si aún desean

apelar las consecuencias o la decisión, lo pueden hacer utilizando los procedimientos contenciosos de las normas locales (FNG LOCAL).

22. **¿Cuál es el papel que desempeña y entrenador y/o patrocinador en el Código?** El papel del entrenador o patrocinador es de comunicarse claramente con los estudiantes y los padres a cerca de la importancia del significado de mantener los estándares del Código Extracurricular y hacer cumplir las consecuencias una vez que los administradores del campus se les notificó de alguna violación, y apoyar todos los aspectos del Código.
23. **¿Las violaciones dentro de la temporada deportiva son tratadas de igual manera que las que son fuera de la temporada?** Sí y no. todas las consecuencias por las violaciones son las mismas, sin importar cual actividad extracurricular sea, en términos de cantidad de tiempo el estudiante es suspendido de su actividad extracurricular. Sin embargo, si están en la temporada deportiva, perderá las respectivas presentaciones. Si está fuera de la temporada, no tendrán presentaciones que perderse. Para las ofensas de fuera de la temporada *en atletas*, las consecuencias de los estudiantes son perder la participación de prácticas del tiempo de trabajo en equipo, que pretender ser una consecuencia natural del estudiante fuera de la temporada deportiva.
24. **¿Cómo apoya el Distrito a estudiantes con problemas de adicciones que están buscando tratamiento después de la violación del Código?** El distrito se reserva el derecho de cambiar las consecuencias para los estudiantes que están buscando activamente tratamiento para problemas de adicción de alcohol y/o drogas y quienes trabajen con nuestro Coordinador de Bienestar de *AHISD*.

APPENDIX III: AHISD Academic Integrity

Overview Process

Starting in late November 2016, AHISD leaders dedicated a great deal of time to the review and revision of the current Academic Integrity Guidelines as well as the 24-Hour Code of Leadership through an extensive collaborative process outlined below:

- Meetings with current Administration (November)
- Meeting with Attorney Counsel and Administration (November)
- Focus Group with AHISD Coaches (November)
- Focus Group with AHISD Department Chairs (December)
- Focus Group with AHISD Head Coaches (December)
- Half-day session with Student Leadership Forum (January)
- Half-day session with District Education Advisory Council (DEAC) Subcommittee (January)
- Update Presentation to Board of Trustees (January)
- Meeting with DEAC Subcommittee (January)
- Focus Group with Fine Arts Teachers (February)
- Focus Group lunch session with Student Leadership Forum (January)
- Presentation to AHISD Board of Trustees (February)
- Focus Group with High School Site-Based Decision Making Team (February)

On March 8, 2017, the AHISD Board of Trustees reviewed the final draft of these revisions. Updated guidelines for Academic Integrity as well as a new Extracurricular Code was ready for publication. The intent of these guidelines is to provide our students with clear expectations to help guide the decisions and choices they make as they work to grow into the outstanding characteristics evident within our AHISD Profile of a Learner. Careful consideration has been made to align appropriate and varied consequences to violations in an attempt to support students who make mistakes along the way with consequences that are fair and are meant to help shape behavior.

We heard a strong need to move away from a blanket consequence structure for a variety of violations. We also heard the need to be more transparent about our expectations, our processes, and our communication efforts. These recommendations have changed the former 24-Hour Code one-page document into an Extracurricular Code multi-page document that is clear, transparent, and detailed in the expectations we have for our students who are representing the school to a greater community through the participation in our extracurricular offerings. Student voice and language is a major part of this final product.

Both updated guidelines will be fully rolled out to parents and students through multiple forums at the beginning of the 2017-18 school year. This spring, however, we will work to communicate the revisions with all staff members (including administrators, teachers, club sponsors, and coaches). Time will also be spent this spring working to design learning opportunities to be delivered to our students through the advisory periods early in the new school year. This will ultimately ensure that all students have a clear understanding of expectations and consequences for violations. All AHISD students will be afforded a “fresh start,” even with consequences that happened in the past.

Academic Integrity Guidelines & Procedures

The standard of this School District is academic integrity. Therefore, Alamo Heights ISD students shall not engage in academic dishonesty, including cheating, and plagiarism.

1. **Cheating** is a form of academic dishonesty that deceives or attempts to deceive a teacher with regard to tests and/or assignments. Examples of cheating include, but are not limited to the following:
 - talking or using signs and/or gestures during a quiz or test
 - copying from another student or allowing the copying of an assignment
 - passing quiz or test information to another student
 - submitting pre-written writing assignments when such assignments are to be composed in class
 - unauthorized collaboration on an assignment
 - utilizing study aids, notes, books, data, or other information, including those from electronic sources when **not specifically authorized**
 - using unauthorized electronic devices during assessment
 - exceeding time limits on timed assignments
 - committing computer fraud
 - sabotaging the projects or work of other students
 - offering to sell or trade work
 - multiple submissions of the same or significantly similar assignment without prior instructor approval

2.) AHISD applies the University of Oxford's definition of **plagiarism**:

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. (Oxford, 2016).

The determination that a student has engaged in plagiarism shall be based on the judgement of the classroom teacher, taking into consideration written materials, observation, or information from students (EIA LOCAL).

Plagiarism includes but is not limited to:

- copying of the language, structure, ideas, and/or thoughts of another and passing off the same as one's own original work
- presenting as new and original an idea or product derived from an existing source
- having a parent or another person write whole or part of an essay or other assignment
- turning in someone else's work as one's own
- obtaining pre-written essay or any portion of an essay online or by any other means
- failing to provide proper documentation
- self-plagiarism, or reusing ideas or phrases that one used in a prior work without citing that prior work

Reference:

Plagiarism. (2016). Retrieved December 12, 2016, from
<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>.

Consequences for Violation of Academic Integrity

Consequences for violations of academic integrity for all offenses (cumulative for tenure as an AHJS student; starts over for AHHS tenure, then cumulative for tenure as an AHHS student):

The teacher confers with the student, and documents the infraction as a disciplinary referral in Eduphoria. The teacher will confirm with campus administration if there have been previous violations for the students, to determine which of the following consequences are appropriate. After confirming with administrators, the teacher will call the parents to explain the infraction and the classroom consequences.

Consequences may include, but are not limited to:

First Offense (consequences must include one or more of the following):

- Redo of assignment/assessment for partial credit
- Forfeiture of reassessment privileges
- Reduced grade
- Loss of credit for assessment/assignment
- Loss of eligibility for semester exam exemptions

Second Offense (consequences must include one or more of the items listed under first offense **and both of the following**):

- notification to campus honor societies, e.g., National Honor Society, Student Council, etc.
- reduced conduct grade for the current nine weeks

Teachers may take into consideration the seriousness of the violation and/or past offenses.

Consequences for violations of academic integrity for the third or more offenses (cumulative for tenure as an AHJS student; starts over for AHHS tenure, then cumulative for tenure as an AHHS student):

Students committing a third violation of the Academic Integrity Guidelines shall be assigned a minimum of **three (3) days** of In-School Suspension (See also Student Handbook, Standards of Behavior, Extracurricular Code).

Any student who commits any infraction punishable by In-School Suspension (ISS) or out of school suspension of three (3) days will be removed from all extracurricular and co-curricular activities in which he/she is participating for thirty (30) school-days. (In calculating the number of days for removal, actual school days are counted while weekends, holidays, and summer vacation are not factored in. Therefore, the consequences will carry over to the next semester or school year, if applicable.) Such student will not be able to perform or compete during that thirty (30) school-day period. However, such student may be able to attend and/or participate in practices (both during and after school) during his/her time of suspension, unless the coach, director, or sponsor determines that such participation is or becomes detrimental to the organization.

Academic integrity violations that occur if a student is enrolled in a Dual Credit course are also subject to the Academic Integrity Policy the applicable college or university.

AHHS semester exam exemption guidelines contain criteria about Academic Integrity violations, so consult those guidelines regarding semester exam exemptions.

Descripción General del Proceso

Comenzando a finales de noviembre 2016, los líderes de AHISD dedicaron una gran cantidad de tiempo para revisar y examinar las Directrices actuales de Integridad Académica así mismo, El Código de 24 de Liderazgo por medio de un extensivo proceso de colaboración que se detalla a continuación:

- Reuniones con la administración actual (noviembre)
- Reuniones con el abogado asesor y la administración (noviembre)
- Grupos de enfoque con los entrenadores de AHISD (noviembre)
- Grupos de enfoque con los encargados de cada departamento de AHISD (diciembre)
- Grupos de enfoque con los entrenadores en jefe de AHISD (diciembre)
- Sesiones de medio día – Foros de Liderazgo de Estudiantes (enero)
- Sesiones de medio día con el Subcomité de Consejo Consultivo de Educación del Distrito-DEAC (enero)
- Actualización de presentación de la Junta de Síndicos (enero)
- Reunión con el Subcomité de DEAC (enero)
- Enfoqué de Grupo con los maestros de Bellas Artes (febrero)
- Enfoqué de Grupo sesión y comida con los estudiantes del Foro de Liderazgo (enero)
- Presentación a la Junta de Síndicos de AHISD (febrero)
- Grupo de enfoque con el equipo de toma de decisiones de preparatoria (febrero)

En marzo 8, del 2017, la Junta de Síndicos de AHISD examinó el esbozo final de las revisiones. Las directrices actualizadas para la Integridad Académica así mismo como el nuevo Código Extracurricular que está listo para ser publicado. La intención de estas regulaciones es de proveer a los estudiantes con expectativas claras para ayudarles a guiar sus decisiones y opciones que ellos toman a medida que aprenden las características excepcionales evidentes dentro de nuestro Perfil del Estudiante de AHISD. Un examen cuidadoso se ha realizado para el alineamiento apropiado y las variadas consecuencias por las violaciones en el intento de apoyar a los estudiantes que comenten errores en el camino con las consecuencias que son justas y que pretender ayudar con el modelamiento del comportamiento.

Hemos escuchado que hay una extrema necesidad de apartarse de la estructura y de consecuencias encubiertas para una cantidad de violaciones. También escuchamos que hay una necesidad de ser más transparentes sobre nuestras expectativas, nuestros procesos, y nuestros esfuerzos de comunicación. Estas recomendaciones han cambiado el anterior Código de 24 Horas de solo una página a un documento de varias páginas que es más claro, transparente y detallado en las expectativas que tenemos de nuestros estudiantes los cuales están representando nuestra escuela en una comunidad, mediante la participación en las opciones extracurriculares que ofrecemos. El lenguaje y la voz de los estudiantes es una parte importante de este producto final.

Estas dos directrices actualizadas se extenderán a los padres y estudiantes en foros múltiples a el comienzo del año escolar 2017-18. Sin embargo, en esta primavera, nosotros trabajaremos en comunicar las revisiones con todos los funcionarios (incluyendo, administradores, maestros, patrocinadores de los clubs, y los entrenadores). En la primavera también invertiremos tiempo trabajando en el diseño de oportunidades de aprendizaje para proporcionarle a nuestros estudiantes durante los períodos de asesorías en el nuevo año escolar. En última estancia, esto asegurará que el estudiante tenga una comprensión clara de las expectativas y las consecuencias de las violaciones. Todos los estudiantes de AHISD se les otorgará un “comienzo nuevo” (otra oportunidad) incluso con consecuencias que sucedieron en el pasado.

Integridad Académica Directrices y Procedimientos

El estándar de este Distrito Escolar es la integridad académica. Por lo tanto, los estudiantes de *Alamo Heights ISD* no deben proceder con deshonestidad académica (Lo que incluye, la trampa y el plagio)

1.) Hacer trampa es una forma de deshonestidad académica que engaña o intenta engañar a los profesores en respecto a las pruebas y/o asignaciones que incluyen pero que no se limita a:

- hablar usando signos y/o hacer gestos durante los exámenes o pruebas
- copiarse de otro estudiante o permitir que otro estudiante copie su asignatura
- pasar información de pruebas o exámenes a otros estudiantes
- presentar asignaciones de escritura previamente escritas cuando tales asignaciones deberían ser compuestas en clase
- colaborar en alguna tarea si el permiso del maestro(a)
- utilizar ayudas de estudio, notas, libros, datos, u otra información, incluyendo las de aparatos electrónicos cuando **no esta específicamente autorizado**
- usar aparatos electrónicos no autorizados durante evaluaciones
- exceder los límites de tiempo en las asignaciones cronometradas
- cometer fraude informático
- sabotear proyectos o trabajos de otros estudiantes
- ofrecer vender o intercambiar trabajo
- entregar la misma asignación o significativa mente similar si la aprobación previa del instructor

2.) AHISD aplica la definición de la universidad de Oxford' de plagio:

Plagio es presentar el trabajo o ideas de alguien más como tuyo con o sin su consentimiento, incorporándolo en tu trabajo sin el completo reconocimiento del mismo. Todo el material publicado o sin publicar, ya sea escrito a mano o impreso, o en forma electrónica, es cubierto bajo esta definición. El plagio puede ser intencional, imprudente o involuntario. (diciembre 12, del 2016.

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>).

La determinación de que el estudiante ha participado en plagio debe ser basada en el juicio del maestro, tomando en consideración materiales escritos, observación.

O información de los estudiantes (*EIA LOCAL*). **El plagio incluye pro no es limitado a:**

- Copia de lenguaje, escritura, estructura, ideas, y/o pensamientos de otros y hacerlos pasar como suyos propios o como su propio trabajo.
- Presentar como nueva y original una idea o producto derivado de una fuente ya existente
- Hacer que nuestro padre o cualquier otra persona escriba un ensayo o asignatura
- Entregar trabajo de otra persona como propio
- Comprar un ensayo ya escrito o cualquier porción de algún ensayo en línea.
- No proporcionar la documentación adecuada
- Auto plagio o reusar ideas o frases que uno ha utilizado en un trabajo anterior o ideas, frases que se utilizarán en un trabajo previó sin citar ese trabajo previó

Consecuencias por la Violación de la Integridad Académica

Consecuencias por la violación de la integridad académica por todas las ofensas (acumulativas durante su estancia como estudiante de AHHS):

El maestro confiere con el estudiante y documenta la información cómo una referencia disciplinaria en *Eduphoria*. El maestro confirmará con la administración del campus si ha habido violaciones anteriores para determinar cuáles de las siguientes consecuencias son apropiadas. Después de confirmar con los administradores, el maestro llamará a los padres para explicar la infracción y las consecuencias de la clase.

Las siguientes consecuencias podrían incluir, pero no se limitan a:

Primera Ofensa (las consecuencias deben incluir una o más de las siguientes):

- Rehacer la asignación/prueba parcial de crédito
- Pérdida de reevaluación
- Reducción de calificación
- Pérdida de crédito por examen/asignatura
- Pérdida de elegibilidad para exenciones de los exámenes semestres

Segunda Ofensa (las consecuencias deben incluir una o más de los elementos indicados por la Primera Ofensa y **ambos de los siguientes**):

- Cualquiera de los enumerados anteriormente **y** la notificación a las sociedades de honor de la escuela, ejemplo, *National Honor Society*, *Student Council*, etc.
- Reducir la calificación en conducta por 9 semanas

Los maestros tal vez tomen en consideración la seriedad de las violaciones y/o pasadas ofensas.

Consecuencias por violaciones a la integridad académica por la 3ª vez o más ofensas (acumulativas para la permanencia como estudiante de AHHS):

Los estudiantes que cometen una 3ª violación a las Directrices de Integridad Académicas serán asignados a un mínimo de **3 días** de suspensión escolar (véase también el Manual Estudiantil, normas de comportamiento, Código Extracurricular que requiere una extracción de las actividades extracurriculares y co-curriculares).

Cualquier estudiante que cometa una infracción sancionable será sometido a la Suspensión en la Escuela por sus siglas en inglés (*ISS*) o suspensión fuera de la escuela de 3 días, será removido de todas las actividades extracurriculares y co-curriculares en las que él o ella estén participando por 30 días escolares. (para calcular el número de días que estará suspendido, los días escolares se toman en cuenta, mientras que los días feriados y las vacaciones no se incluyen a la cuenta de días. Por lo tanto, las consecuencias se acumulan el próximo semestre o el próximo año escolar, si es aplicable.) ese estudiante no será capaz de realizar o participar en competencias durante 30 días escolares. Sin embargo, este estudiante puede ser capaz de asistir o participar en prácticas (tanto durante como después de la escuela) durante el tiempo de la suspensión, salvo que el entrenador, director, o patrocinador determine que dicha participación es o resulta perjudicial para la organización.

Las violaciones de integridad académica que ocurren en el Curso de Doble Crédito también están sujetas a las Políticas de Integridad Académica de esas universidades.

Los directrices de exención para los exámenes semestres de AHHS tiene criterio de infracciones del Integridad Académica, consulte esos directrices en cuanto de exenciones para los exámenes semestres.