ARLINGTON INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
Thursday, June 4, 2026 at 5:00 PM

NOTICE of Regular Meeting of the Board of Trustees at the Arlington Independent School District Administration Building - Board Room, 690 East Lamar Boulevard, Arlington, Texas 76011.

Meetings may be viewed online at www.aisd.net. One or more members of the Board of Trustees may participate in this meeting via videoconference call. A quorum of the Board of Trustees will be physically present at the Administration Building.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Members of the public seeking to provide comments concerning an agenda item or non-agenda item shall be required to register at https://www.aisd.net/boardmeetingspeakerrequest **NO LATER THAN 3:00 p.m. the day of the board meeting** indicating (1) person's name; (2) subject the member of the public wishes to discuss, and; (3) telephone number at which the member of the public may be reached.

1. **CALL TO ORDER: 5:00 p.m., Board Chambers**
2. **CLOSED MEETING: Board Conference Room**
   Adjournment to closed meeting pursuant to Sections 551.071 (consultation with attorney to seek and receive legal advice); 551.072 (discuss the purchase, exchange, lease or value of real property); Section 551.073 - (negotiating contracts for prospective gifts or donations); Section 551.074 - (consider the appointment, employment, evaluation, reassignment, duties, discipline, non-renewal or dismissal of a public officer or employee, or to hear complaints or charges against a public officer or employee); Section 551.076 - (consider the deployment, or specific occasions for implementation, of security, including: personnel, devices, deployment, reports, audits, evaluation, and updates); Section 551.082 - (discussing or deliberating the discipline of a public school child or children, or a complaint or charge is brought against an employee of the school district by another employee); Section 551.0821 - (deliberating in a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation); Section 551.083 (considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements).

   2.A. Personnel, including; New Hires, Retirements, Resignations, Leaves of Absence, Dismissals, Terminations, Non-Renewals, Non-Extensions, and Evaluation

   2.B. Consult Attorney Regarding Potential and Pending Litigation

2.C. Roles, Responsibility, and Legal Duties for Trustees

3. **RECONVENE INTO OPEN SESSION: 6:30 p.m., Board Room**

4. **PLEDGE:**

5. **RECOGNITIONS:**
This time has been designated for the purpose of allowing programs and/or presentations relating to matters such as curricular, extracurricular, co- curricular and PTA type activities.

5.A. Outgoing Student Leadership Advisory Board

5.B. Community Partner Award

5.C. Principals of the Year

5.D. Recognition of Outgoing Board President Justin Chapa

6. **OPEN FORUM FOR AGENDA ITEMS:**
Must Pre-Register. Registration as stated above must be completed in its entirety and submitted no later than 3:00 p.m. This first Open Forum is limited to agenda items other than personnel. Any personnel concern should be brought directly to the Superintendent or Board President prior to the meeting, who will guide you to the proper procedure pursuant to Board Policy. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.

7. **APPOINTMENTS:**

7.A. Consider Ratification of Administrative Appointments 7

8. **COMMITTEE AND STAFF REPORTS:**

8.A. Governance Committee Report
8.B. Citizens Bond Oversight Committee (CBOC) Committee Report 8
8.C. 2026-27 District Improvement Plan Performance Objectives Report 20
8.D. End of 2025-26 Academic Screener Report 32
8.E. 6th Grade Next Steps Committee Report 47

9. **PUBLIC HEARING:**

9.A. Optional Flexible School Day Program 2025-2026 74
9.B. Optional Flexible School Day Program 2026-2027 81

10. **ACTION:**

10.A. Consider Approval of the 2026-2027 Compensation Plan 88
10.B. Consider Approval of the 2026-2027 Student Code of Conduct 98

11. **CONSENT AGENDA:**

11.A. Approval of Minutes of Prior Meetings 221

11.B. Approval of Purchases Greater Than $100,000 227

11.C. Approval of Bids 229

11.D. Approval of Personnel Recommendations: New Hires, Retirements, Resignations, Leaves of Absence, Dismissals, Terminations, Non-Renewals, Non-Extensions 231

11.E. Approval of Weather and Low Attendance Waiver Days 234

11.F. Approval of Arlington ISD and Dallas Holocaust and Human Rights Museum Memorandum of Understanding for 2026-2027 Student Field Trips 238

11.G. Approval of School Library Advisory Council (SLAC) Additional Approved Recommendations for Procurement Listing 245

11.H. Approval of Arlington ISD and Tarleton State University 2026-2027 Dual Enrollment Memorandum of Understanding 265

12. **OPEN FORUM FOR NON-AGENDA ITEMS:**
Must Pre-Register. Registration as stated above must be completed in its entirety and submitted no later than 3:00 p.m. Any personnel concern should be brought directly to the Superintendent or Board President prior to the meeting, who will guide you to the proper procedure pursuant to Board Policy. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.

13. **SUPERINTENDENT COMMENTS:**
This time is for the Superintendent to acknowledge varying kinds of activities occurring within the district. This includes such items as recognition of outstanding performance by district staff and/or students, the initiating of new programs and special activities. The Superintendent will report on the following subjects:

13.A. District Priorities.

13.B. Recognition of outstanding performance by district staff and students.

13.C. Initiation of new programs and special activities.

14. **TRUSTEE COMMENTS:**
This time on the Agenda allows each member to inform other Board Members, the administrative staff and the public of activities which are of interest. The Board Members will report on the following subjects:

14.A. Board member attendance at various school and community events.

14.B. Board member announcement of various upcoming school and community events.

14.C. Board member visits to various campuses.

14.D. Board member recognition of outstanding performance by district staff and students.

14.E. Board member recognition of new programs and special activities.

15. **CLOSED MEETING:**
    At any time during the meeting the Board may adjourn into closed meeting for consultation with its attorney (Texas Government Code section 551.071) or for a posted agenda item pursuant to Texas Government Code sections 551.072 - 551.084.

16. **ADJOURNMENT:**
    The agenda order may be adjusted by the Presiding Officer at any time during the meeting.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, chapter 551, subchapters D and E or Texas Government Code section 418.183(f).

If, during the course of the meeting covered by this Notice, the Board should determine that a closed meeting of the Board should be held or is required in relation to any item included in this notice, then such closed meeting is authorized by Texas Government Code Section 551.001, et. seq., for any of the following reasons:

Section 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

Section 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.

Section 551.073 - For the purpose of negotiating contracts for prospective gifts or donations.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.076 - To consider the deployment, or specific occasions for implementation, of security, including: personnel, devices, deployment, reports, audits, evaluation, and updates.

Section 551.082 - For the purpose of deliberating in a case involving discipline of a public school child or children, or in a case in which a complaint or charge is brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing.

Section 551.0821 - For the purpose of deliberating in a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

Section 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.

Section 551.084 - For the purpose of excluding a witness or witnesses from a hearing during examination of another witness.

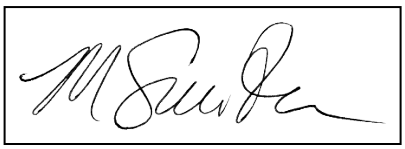
Should any final action, final decision or final vote be required in the opinion of the Board with regard to any matter considered in such closed meeting, then such final action, final decision or final vote shall be at either:

A. the open meeting covered by this notice upon the reconvening of this public meeting, or
B. at a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

CERTIFICATE AS TO POSTING OR GIVING OF NOTICE

On this 1st day of June 2026 at 5:00 p.m., this notice was posted on a bulletin board at a place convenient to the public at the central administrative office of the Arlington Independent School District, 690 East Lamar Boulevard, Arlington, Texas and readily accessible to the general public at all times beginning at least 72 hours preceding the scheduled time of the meeting.



Matt Smith, Ed.D., Superintendent

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Scott Kahl

Board Agenda Presented for: **Action:** ☑ **Report:** ☐ **Consent:** ☐

Supporting Documents: **None:** ☑ **Attached:** ☐

Meeting Agenda Item: Consider Ratification of Administrative Appointment

District Priority / Goals Addressed

The purpose of this action item is to support our District's priority of Talent and Resources by ratifying the following personnel appointments: Jannie Nelson as Principal at Hill Elementary, Ricki Andrews as Principal at Miller Elementary School, and Kadoria Burgess as Principal at Little Elementary.

Background

Screening and interview committees consisting of administrative staff have submitted the names to the Superintendent for consideration.

Fiscal Implications

These are budgeted positions.

Recommendation

The administration recommends the Board ratify the appointment of the applicants for the administrative positions listed above as discussed in the Executive Session.

Submitted by: Scott Kahl **Date:** June 1, 2026

ACADEMIC GROWTH
Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

CULTURE
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

SAFETY & DISCIPLINE
Create safe and productive learning environments in which every student and staff member can thrive.

MARKETING & ENGAGEMENT
Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Wm. Kelly Horn

Board Agenda Presented for: **Action:** ☐ **Report:** ☑ **Consent:** ☐

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Citizens Bond Oversight Committee Report

District Priority / Goals Addressed

This report, focused on the Talent & Resources Board Priority, provides the Board an opportunity to review the annual report from the CBOC and consider recommendations related to the expenditure of bond fund proceeds authorized in the 2019 Bond election, the progress of the 2019 Bond Program, and ways the district can maximize the potential of the 2019 Bond Program.

Background

The CBOC is appointed and assembled by the Arlington ISD Board of Trustees to provide valuable input from the community. The CBOC serves in an advisory capacity to the Board of Trustees. Currently, the CBOC is comprised of fifteen voting members, four of which are AISD employees, and ten non-voting student members representing each high school. The CBOC members may serve one- or two-year terms at the discretion of the Board of Trustees. The Board of Trustees have identified twelve individual charges for the CBOC to review annually and provide observations and recommendations to promote transparency and enhance public confidence in the use of bond proceeds.

Fiscal Implications

None

Recommendation

None

Submitted by: Michael Hill Ed.D **Date:** May 29, 2026

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Arlington
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CITIZENS' BOND OVERSIGHT COMMITTEE REPORT

Arlington ISD 2019 Bond Program

Annual Report to Board of Trustees

June 04, 2026

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The Citizens Bond Oversight Committee (“Committee”) is established to **provide transparency** and **enhance public confidence** in the use of proceeds from the sale of bonds authorized by Arlington Independent School District (“AISD” or “District”) voters on November 5, 2019.

The purpose of the Committee is to provide **findings** and **recommendations** to the Board of Trustees (“Board”) relating to the expenditure of bond proceeds authorized in the 2019 Bond election, the progress of the 2019 Bond Program, and ways the District can maximize the potential of the 2019 Bond Program.

Committee Composition

Members (14)

Catherine Parra (Chair)
Adam Baker (Vice-Chair)
Will Deakyne
Todd Pagitt
Kacey Butts
Tarek Abdallah
Valencia Grissett
Gabriel Rivas
Shelly Beasecker
Celina Vasquez
Poppy Moore
Kathi Arocha
Vana Shaw-Stines
Alyce Monroe

SLAB Members (10)

Lauren Osallo – ACHS
Kenzie Weldon - ACCHS
Libby Deakyne – AHS
Ngoc (Quynh) Nguyen – BHS
Reese Reilly – LHS
Fred Threats – LHS
Donna (Harper) Huddleston – MHS
Jaime Esquivel – SHHS
Alison Huston – SHS
Keyley Moyer – Venture

Alternates (2)

Katie Duzan
Sarah Lawson Pitler

Meeting Schedule

April 21, 2026	Johns Elementary School
Feb. 24, 2026	Support Services Center (tour)
Jan. 27, 2026	Key Elementary School
Dec. 16, 2025	Pope Elementary School (tour)
Nov. 18, 2025	Foster Elementary School (tour)
Oct. 21, 2025	Rodriguez Junior High School
Sept. 16, 2025	Miller Elementary School (tour)
Aug. 26, 2025	Martin High School
Aug. 8, 2025	Administration Building (orientation)

12 CBOC Charge

Arlington INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

Citizens Bond Oversight Committee Charge

Purpose

The **Citizens Bond Oversight Committee (CBOC)** is established by the Arlington ISD Board of Trustees as an oversight committee that monitors the use of funds approved by the public in the 2019 bond election. This committee is established to ensure accountability and transparency to promote public confidence in the district's use of voter-approved funds. In addition, this committee should review the needs of the district to recommend additional projects with any remaining funds including interest earned. The Board believes the function of the Committee is vital to the Board, Arlington ISD administration, and taxpayers.

Authority

The Committee shall operate strictly within the charge approved by the Board of Trustees. The Committee shall serve in an advisory capacity to the Board and shall not assume the responsibilities or duties of the Board or the administration.

The CBOC Charge can be found here: https://www.aisd.net/wp-content/files/CBOC-Charge-2025.pdf

2019 Bond Projects: Closeout / Completed

Administration Building	Arlington HS / FADLA	Anderson ES – HVAC	Amos ES - Renovation
Atherton ES - Renovation	Adams ES - Renovation	Ashworth ES – Interior Renovation	Ashworth ES – Courtyard Concrete
Bowie HS – Football Field and Track Resurfacing	Barnett JHS – Paint	Berry ES - Replacement	Bailey JHS – Addition & Renovation
Bebensee ES	Crow Leadership Academy	Ditto ES – Chiller Replacement	District-Wide Bottle Fillers
District-Wide Playground Replacements	Duff ES - Addition & Renovation	Farrell ES - Renovation	Ferguson EC – HVAC
Fitzgerald ES – HVAC	Food and Nutrition Service Center Renovation	Foster ES – Addition & Renovation	Glaspie Field
Goodman ES - Renovation	Gunn JHS / FADLA	Hale ES - Renovation	Johns ES – Courtyard Concrete
Johns ES – Addition & Renovation	Jones FADLA - Renovation	Key ES – Addition & Renovation	Little ES - Renovation
Martin HS - Addition	Nichols JHS – Paint	North Distribution Center	Ousley JHS – HVAC
Patrick ES - Renovation	Peach ES - Renovation	Pearcy STEM Academy - Renovation	Pope ES – Addition & Renovation
Rankin ES – Landscaping	Rodriguez JHS - Replacement	Sam Houston HS - Renovation	Seguin HS - Renovation
Seguin HS – Football Field and Track Resurfacing	Service Center Renovation	Shackelford JHS – Addition & Renovation	Short ES - Renovation
So. Davis ES - Renovation	Speer ES - Renovation	Swift ES – Renovation	Thornton ES - Replacement
Turning Point Secondary	Webb ES - Replacement	West ES – HVAC	600 New York - Renovation

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2019 Bond Projects: Under Construction			
Anderson ES – HVAC & Renovation	Bowie HS - Renovation	Bowie HS – Softball Field	Butler ES - Renovation
Center for Family & Community Engagement - Renovation	Corey FADLA - Renovation	Cravens Field	Dipert CTC – Addition & Renovation
Dunn ES - Renovation	Hill ES - Renovation	Hilldale Annex - Renovation	Lamar HS - Renovation
Miller ES – Addition & Renovation	PDC - Renovation	Rankin ES - Renovation	Seguin HS – Softball Field
Service Ctr. – Security, Transportation & Health	Sherrod ES - Renovation	Swift ES – Gym Addition	Swift ES – Paving
Starrett ES - Renovation	Wilemon Field	Williams ES - Renovation	Wood ES – Renovation
District-Wide Digital Marquee Replacements			

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2019 Bond Projects: Design / Bidding			
Boles JHS - Renovation	Burgin ES - Renovation	Bryant ES - Renovation	Crouch ES - Renovation
Ditto ES - Renovation	Ellis ES - Renovation	Food Service Warehouse - Renovation	JHS – Vending Bldgs. & LED Field Lighting
Kooken EC - Renovation	Larson ES - Renovation	Moore ES - Renovation	Morton ES - Renovation
Remynse ES - Renovation	Wimbish WLA – Addition & Renovation	Workman JHS - Renovation	Young JHS – Addition & Renovation

16 2019 Bond CBOC Recommended Projects

Purpose: "…this committee should review the needs of the district to recommend additional projects with any remaining funds including interest earned."

Process:

- October 21, 2025, CBOC Meeting: Committee developed an initial list of projects for recommendation
- January 27, 2026, CBOC Meeting: Committee conducted consensus vote to refine a list of projects for recommendation
- May 21, 2026, CBOC Meeting: Committee voted on final recommendations based on results of 2026 Bond on May 2nd

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2019 Bond CBOC Recommended Projects

Item	Score	Estimated Costs
Synthetic Turf Replacement in MACs (All HS)	3.1	$ 4,800,000
Artificial Turf (All HS Baseball)	4.9	$ 16,600,000
Artificial Turf (All HS Softball)	5.6	$ 4,300,000
LED Field Lighting (All HS Baseball)	6.4	$ 3,060,000
Track Resurfacing (All JHS)	6.6	$ 2,000,000
Weight Room Equipment Replacement (All JHS)	7.6	$ 500,000
Gym/Storm Shelter (ACCHS)	7.7	$ 11,000,000
Scoreboard Replacements (HS & JHS Gyms)	8.9	$ 500,500
Sound/Lighting Systems (All ES)	9.1	$ 2,710,000
Gym Safety Padding Systems (JHS/HS)	9.6	$ 244,600
Wrestling Mat Replacement (All HS)	9.8	$ 440,000
Field Event Mat Replacement (All HS)	10.1	$ 150,000
New Athletic Storage Buildings (All HS)	10.6	$ 2,270,000
Designated Buses for Specialty Programs	11.6	N/A
Safety Netting/Fencing (HS Baseball)	11.6	$ 195,000
Tennis Court Seating (All District Courts)	13.6	$ 117,000

Scores are based on the average ranking of each item across all voting committee members. Lower scores indicate higher committee prioritization.

Special Thanks

Board of Trustees

Sarah McMurrough, Board President

Leanne Haynes, Board Vice President

Brooklyn Richardson, Board Secretary

Melody Fowler, Board Member

David Wilbanks, Board Member

Justin Chapa, Board Member

Larry Mike, Board Member

Administrative Staff

Dr. Matt Smith, Superintendent

Dr. Jennifer Collins, Deputy Superintendent

Norberto Rivas, Chief Financial Officer

Dr. Michael Hill, Chief Operations Officer

Kyle Berger, Chief Technology Officer

Wm. Kelly Horn, Asst. Superintendent of Facility Services

Corey Robinson, Executive Director of Facility Services

David Lewis, Executive Director of Food and Nutrition Services

Dr. TJ Jarchow, Executive Director of Secondary Education

Eric White, Director of Athletics

Michael Parkos, Director of Facility Planning and Construction

Andrew Babcock, Director of the Dr. Marcelo Cavazos Center for Visual and Performing Arts

Scott Vickers, Director of Security

Jason Gillis, Director of Transportation

DISCUSSION

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Dr. Jennifer Collins

Board Agenda Presented for: **Action:** ☐ **Report:** ☑ **Consent:** ☐

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: 2026-27 District Improvement Plan Performance Objectives Report

District Priority / Goals Addressed

The District Improvement Plan (DIP) serves as the strategic framework that drives progress across each of our district priorities, aligning goals, actions, and resources to support continuous improvement and student success.

Background

In alignment with BQ(LEGAL), administration is seeking approval of the annual District Improvement Plan (DIP) Performance Objectives. With this work, we leverage the Board's five priorities and the strategic plan as a cohesive framework to guide the development and alignment of this year's District Improvement Plan. Following approval of the DIP Performance Objectives, next steps will include the development of Campus Improvement Plans, the establishment of academic performance targets, and the recommendation of Key Progress Measures to monitor progress and outcomes.

Fiscal Implications

None

Recommendation

I recommend the approval of the proposed District Improvement Plan Performance Objectives.

Submitted by: Dr. Jennifer L. Collins **Date:** May 26, 2026

ACADEMIC GROWTH
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CULTURE
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

SAFETY & DISCIPLINE
Create safe and productive learning environments in which every student and staff member can thrive.

MARKETING & ENGAGEMENT
Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

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2026-27 DISTRICT IMPROVEMENT PLAN PERFORMANCE OBJECTIVES REPORT

Jennifer L. Collins, Ed.D.

PURPOSE

Provide an overview of the 2026–2027 District Improvement Plan Performance Objectives and seek board approval to support the development of campus improvement plans.

Arlington
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ACADEMIC GROWTH

Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

Performance Objective 1: Cultivate the Student Experience

Ensure every student experiences joyful, meaningful learning that fosters curiosity and belonging, builds confidence and character, and prepares them with future-ready skills.

Performance Objective 2: Improve Academic Performance

Improve student academic achievement by increasing the number of A- and B-rated schools while ensuring all campuses are rated C or better, and by improving graduation rates and closing achievement gaps.

Performance Objective 3: Elevate Student Voice & Choice

Empower students to lead, create, and compete, by increasing student participation in arts, athletics, CTE programs, extracurriculars, and/or leadership programs.

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CULTURE

Establish an inclusive culture of respect, support, and continuous improvement for all students, staff and families.

Performance Objective 1: Prioritize Student Well-Being

Strengthen the overall student experience by fostering a positive culture and climate, rigorous and engaging academics, and meaningful social-emotional development opportunities.

Performance Objective 2: Boost Employee Engagement

Cultivate an environment that prioritizes employee well-being as a foundation for strong commitment, satisfaction, and promotion of the district.

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SAFETY & DISCIPLINE

Create safe and productive learning environments in which every student and staff member can thrive.

Performance Objective 1: Strengthen Safe & Supporting Learning Environments

Develop and implement systems of behavioral expectations and support that ensure classrooms are safe, inclusive, and conducive to academic, social, and emotional growth for students and staff.

Performance Objective 2: Strengthen Safe and Supportive Infrastructure

Cultivate secure physical and digital environments that mitigate external and cybersecurity risks.

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MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.

Performance Objective 1: Maximize Student Enrollment

Increase interest in district program offerings and reduce the student attrition rate.

Performance Objective 2: Empower Family Advocacy

Foster a welcoming family experience that ensures connection, confidence, and active support of Arlington ISD schools.

Performance Objective 3: Expand Community Partnerships

Increase volunteerism, service learning, and local business collaborations.

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TALENT & RESOURCES

Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Performance Objective 1: Ensure Fiscal Sustainability

Reduce the general fund budget deficit by at least 50% by June 24, 2027 (budget adoption) while maintaining the general fund operating fund balance threshold at 25%.

Performance Objective 2: Build a Talent Pipeline

Establish a perpetual talent pipeline through recruitment, grow-your-own, and retention strategies.

Performance Objective 3: Support Innovative Learning Environments

Optimize facility use to support grade-level modeling and the strategic placement of signature programs.

Next Steps

- Work with campus leaders to finalize individual Campus Improvement Plan Performance Objectives
- Determine our Key Progress Measures for the 2026-27 school year
- Analyze our 2025-26 STAAR/EOC and CCMR data in order to determine math, literacy, and CCMR targets for the 2026-27 school year

DISCUSSION

2026-27 District Improvement Plan
Proposed Performance Objectives

Academic Growth: Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

- **Performance Objective 1 - Cultivate the Student Experience**: Ensure every student experiences joyful, meaningful learning that fosters curiosity and belonging, builds confidence and character, and prepares them with future-ready skills.
- **Performance Objective 2 - Improve Academic Performance**: Improve student academic achievement by increasing the number of A- and B-rated schools while ensuring all campuses are rated C or better, and by improving graduation rates and closing achievement gaps.
- **Performance Objective 3 - Elevate Student Voice & Choice**: Empower students to lead, create, and compete, by increasing student participation in arts, athletics, CTE programs, extracurriculars, and/or leadership programs.

Culture: Establish an inclusive culture of respect, support, and continuous improvement for all students, staff and families.

- **Performance Objective 1 - Prioritize Student Well-Being**: Strengthen the overall student experience by fostering a positive culture and climate, rigorous and engaging academics, and meaningful social-emotional development opportunities.
- **Performance Objective 2 - Boost Employee Engagement**: Cultivate an environment that prioritizes employee well-being as a foundation for strong commitment, satisfaction, and promotion of the district.

Safety & Discipline: Create safe and productive learning environments in which every student and staff member can thrive.

- **Performance Objective 1 - Strengthen Safe & Supporting Learning Environments**: Develop and implement systems of behavioral expectations and support that ensure classrooms are safe, inclusive, and conducive to academic, social, and emotional growth for students and staff.
- **Performance Objective 2 - Strengthen Safe and Supportive Infrastructure**: Cultivate secure physical and digital environments that mitigate external and cybersecurity risks.

Marketing & Engagement: Involve families and community stakeholders as valued partners in student learning.

- **Performance Objective 1 - Maximize Student Enrollment**: Increase interest in district program offerings and reduce the student attrition rate.
- **Performance Objective 2 - Empower Family Advocacy**: Foster a welcoming family experience that ensures connection, confidence, and active support of Arlington ISD schools.
- **Performance Objective 3 - Expand Community Partnerships**: Increase volunteerism, service learning, and local business collaborations.

Talent & Resources: Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

- **Performance Objective 1 - Ensure Fiscal Sustainability**: Reduce the general fund budget deficit by at least 50% by June 24, 2027 while maintaining the general fund operating fund balance threshold at 25%.
- **Performance Objective 2 - Build a Talent Pipeline**: Establish a perpetual talent pipeline through recruitment, grow-your-own, and retention strategies.
- **Performance Objective 3 - Support Innovative Learning Environments**: Optimize facility use to support grade-level modeling and the strategic placement of signature programs.

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Bret Champion

Board Agenda Presented for: **Action:** ☐ **Report:** ☑ **Consent:** ☐

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: End of 2025-26 Academic Screener Report

District Priority / Goals Addressed

This work advances the Academic Growth goal by monitoring student progress to inform instruction that meets the needs of all learners. Its focus is on academic growth in early literacy and mathematics.

Background

Passed in 2019, HB 3 requires school boards to set and monitor annual goals to improve reading and math. As end of year STAAR results are currently not available, this report will focus on early literacy and numeracy, PK4 - second grade.

Fiscal Implications

None

Recommendation

None

Submitted by: Bret A. Champion **Date:** May 27, 2026

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Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arlington
INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting | June 4, 2026

Arlington
INDEPENDENT SCHOOL DISTRICT

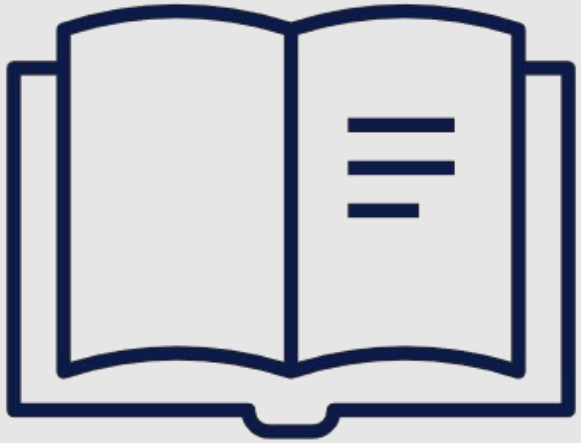
END OF 2025-26 ACADEMIC SCREENER REPORT

Dr. Bret Champion & Dr. Steven Wurtz

PURPOSE

35

Provide an update on our literacy and mathematics screener performance based on the end of year assessments.



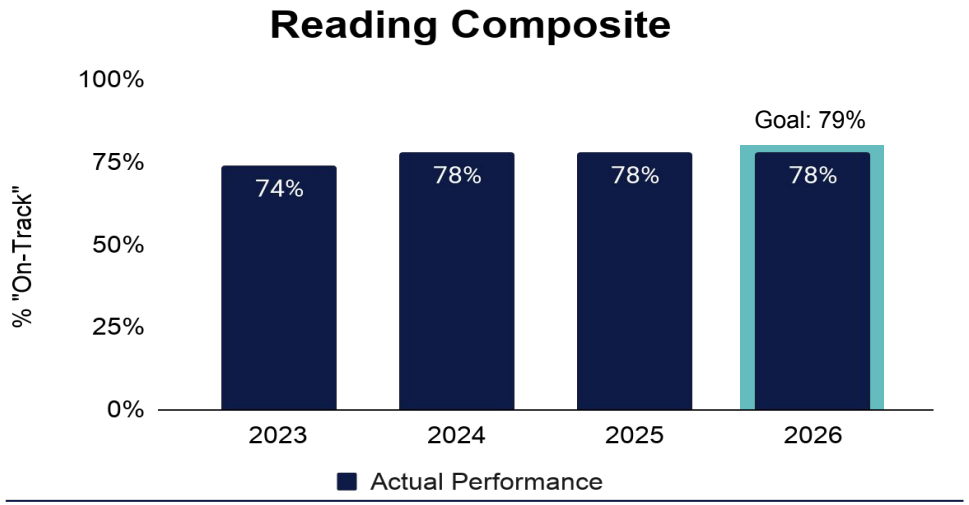
EARLY LITERACY: PRE-K 4 - 2ND GRADE

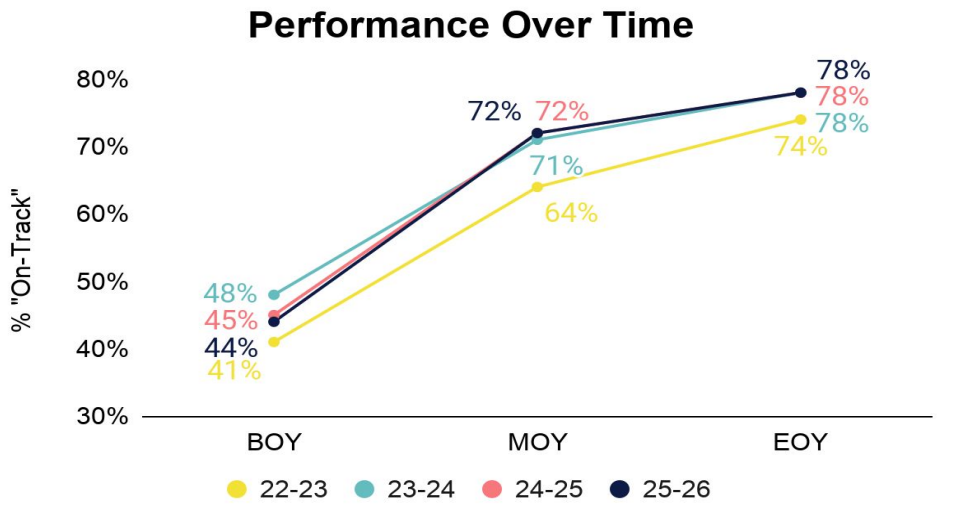
Pre-K 4: CIRCLE

EOY Reading Overall

Increase the percentage of Pre-K 4 students who are "On-Track" from 78% to 79% by May 2026.

25-26 End-of-Year CIRCLE Reading Results Assessment Window: April 20th - May 8th		
Performance Level	***n***	**%**
On-Track	1955	78%
Needs Support	553	22%
Grand Total	**2508**	





Note: "On-Track" determination applied to students achieving scores meeting or exceeding vendor-provided cut scores on both Rapid Letter Naming and Phonemic Awareness indicators. Students with incomplete indicator scores or incomplete sub-assessments are not included in reporting. Results include English and Spanish assessments.

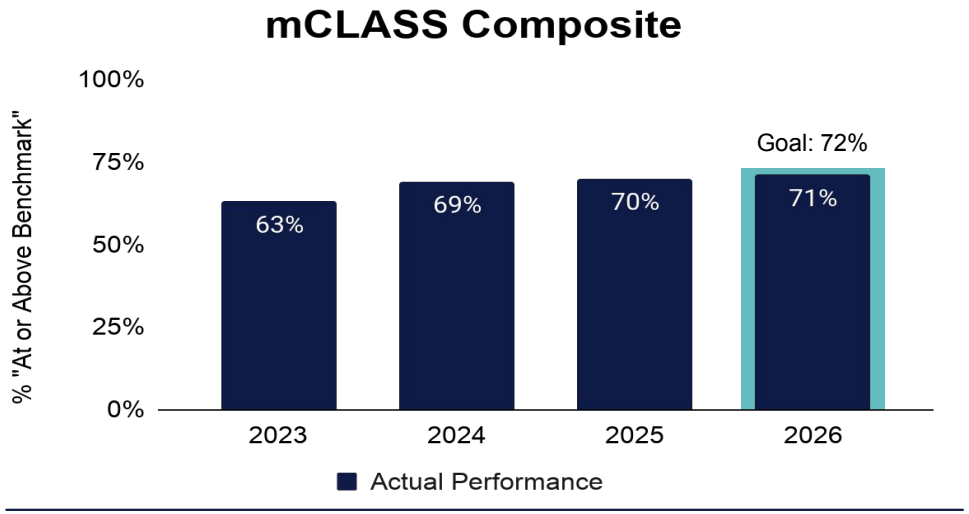
ARLINGTON INDEPENDENT SCHOOL DISTRICT

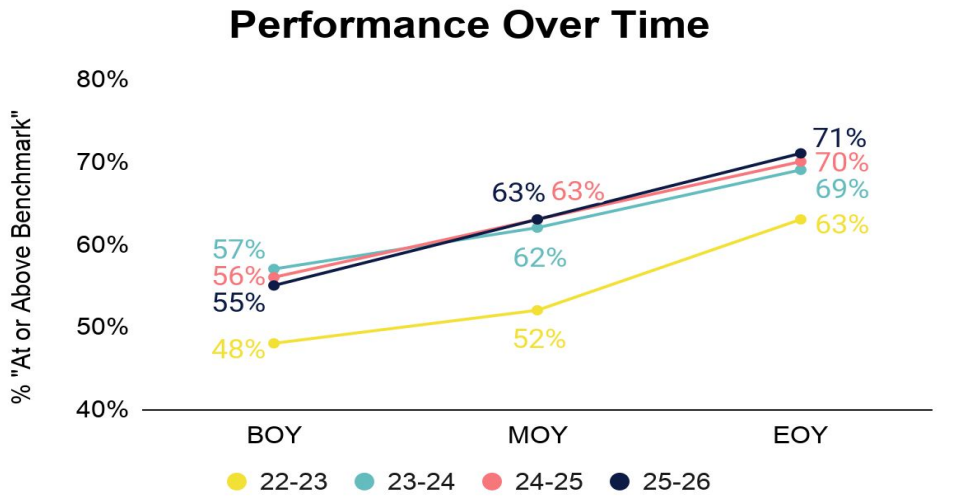
Kindergarten: mCLASS

EOY Reading Overall

Increase the percentage of kindergarten students who score “At or Above Benchmark” from 70% to 72% by May 2026.

25-26 End-of Year mCLASS Results Assessment Window: May 4th - 15th		
Performance Level	***n***	**%**
At or Above Benchmark	2289	71%
Below or Well Below Benchmark	930	29%
Grand Total	**3219**	





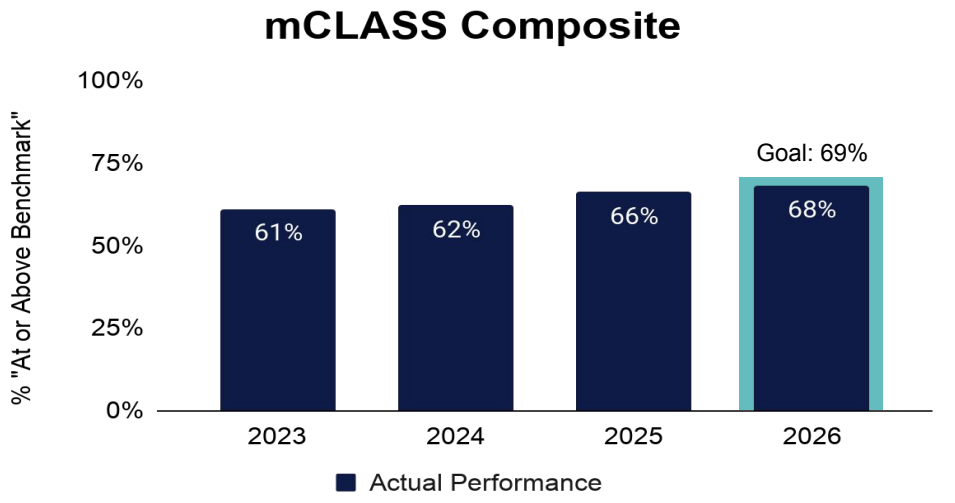
Note: Data shown include English and Spanish tests. Performance designations are vendor-provided and may not necessarily align with 3rd grade STAAR benchmarks. Percentages may vary due to rounding.

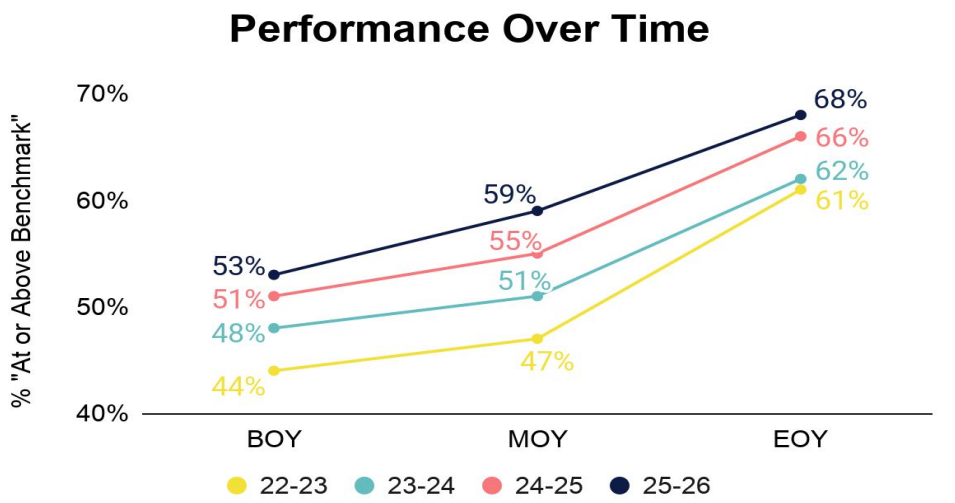
1st Grade: mCLASS

EOY Reading Overall

Increase the percentage of 1st grade students who score "At or Above Benchmark" from 66% to 69% by May 2026.

25-26 End-of Year mCLASS Results Assessment Window: May 4th - 15th		
Performance Level	***n***	**%**
At or Above Benchmark	2157	68%
Below or Well Below Benchmark	1026	32%
Grand Total	**3183**	





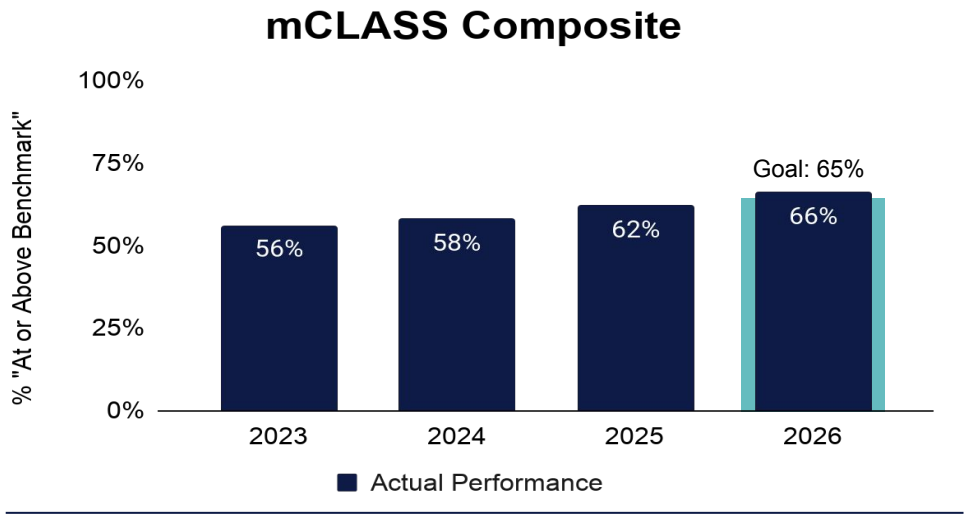
Note: Data shown include English and Spanish tests. Performance designations are vendor-provided and may not necessarily align with 3rd grade STAAR benchmarks. Percentages may vary due to rounding.

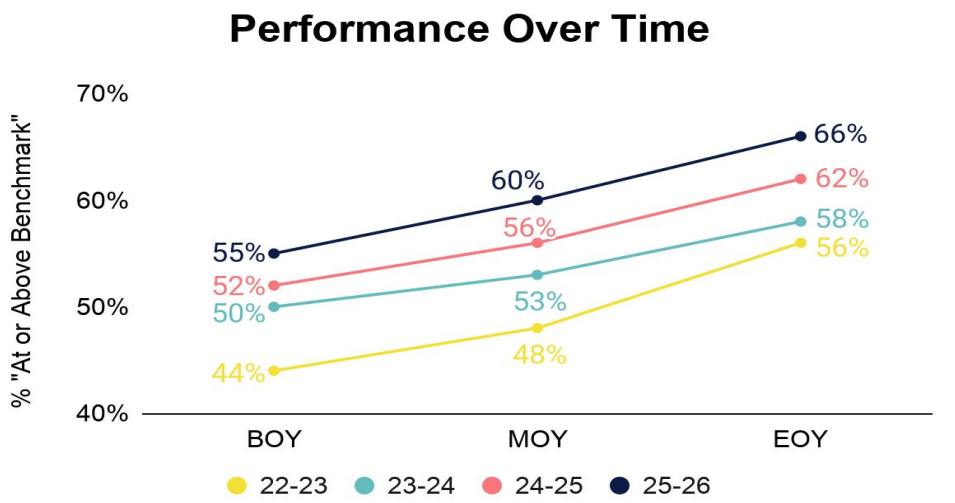
2nd Grade: mCLASS

EOY Reading Overall

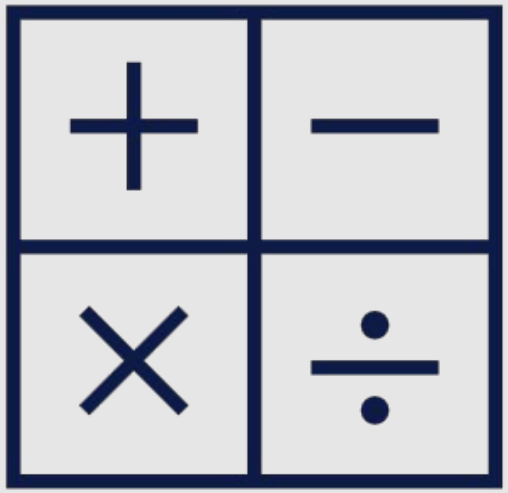
Increase the percentage of 2nd grade students who score "At or Above Benchmark" from 62% to 65% by May 2026.

25-26 End-of Year mCLASS Results Assessment Window: May 4th - 15th		
Performance Level	***n***	**%**
At or Above Benchmark	2176	66%
Below or Well Below Benchmark	1136	34%
Grand Total	**3312**	





Note: Data shown include English and Spanish tests. Performance designations are vendor-provided and may not necessarily align with 3rd grade STAAR benchmarks. Percentages may vary due to rounding.

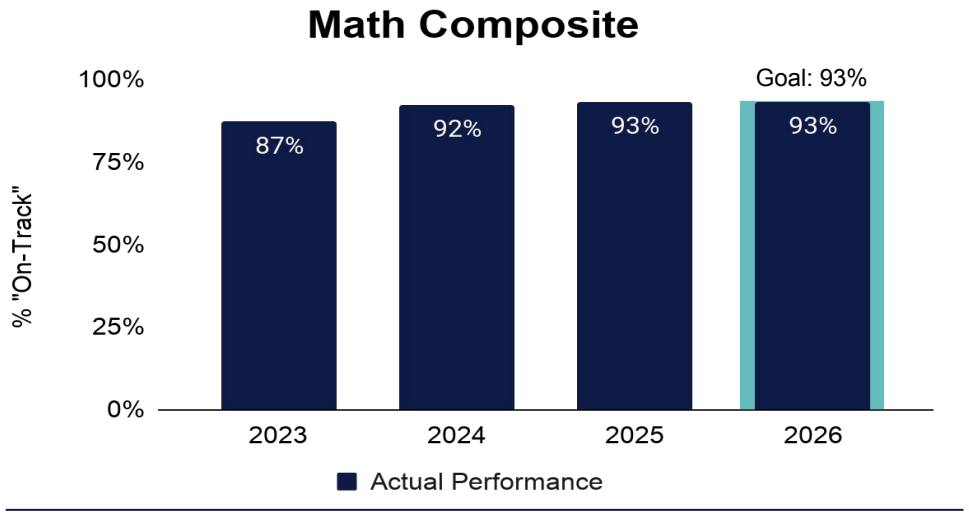


EARLY NUMERACY: PRE-K 4 - 2ND GRADE

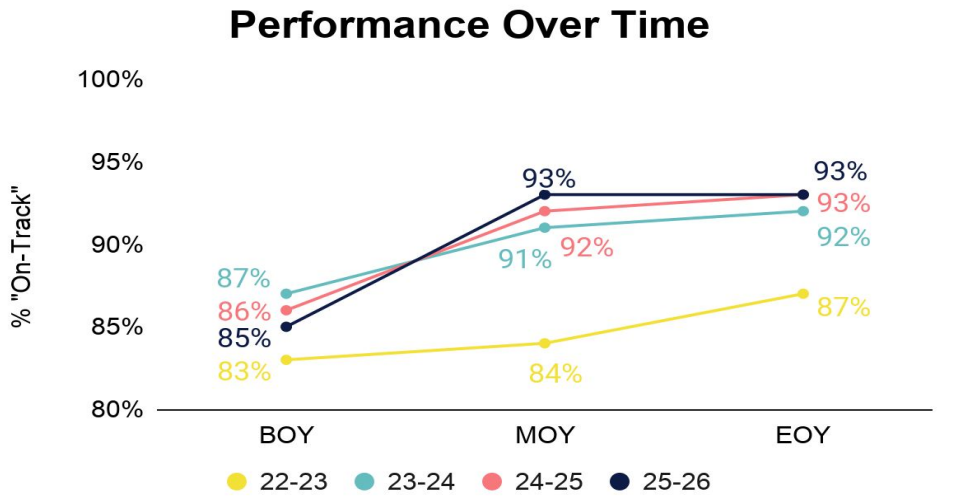
Pre-K 4: CIRCLE

EOY Math Overall

Maintain the percentage of Pre-K 4 students who are “On-Track” at 93% by May 2026.



25-26 End-of-Year CIRCLE Math Results Assessment Window: April 20th - May 8th		
Performance Level	***n***	**%**
On- Track	2344	93%
Needs Support	186	7%
Grand Total	**2530**	



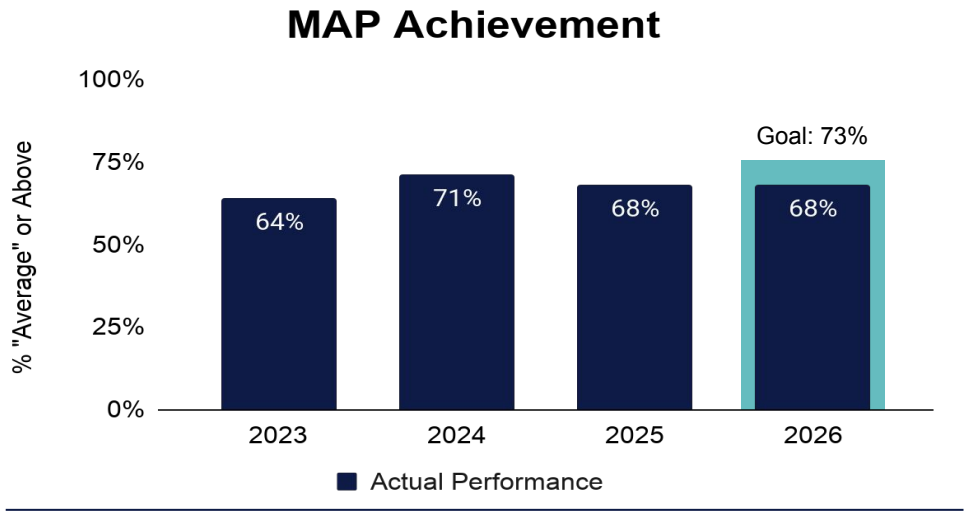
Note: “On-Track” determined by vendor-provided cut scores. Students with incomplete indicator scores or incomplete sub-assessments are not included in reporting. Results include English and Spanish assessments.

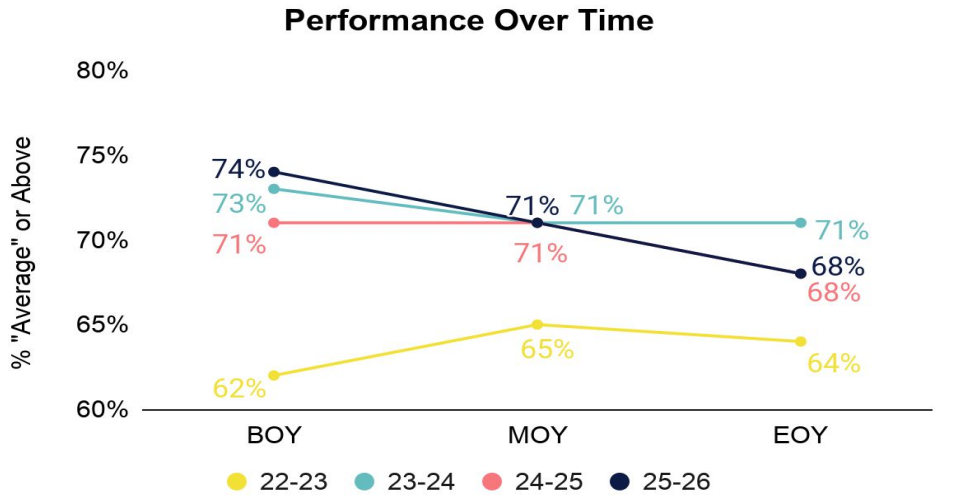
Kindergarten: NWEA MAP

EOY Math Overall

Increase the percentage of kindergarten students who achieve “Average” or above from 68% to 73% by May 2026.

25-26 End-of-Year NWEA MAP Results Assessment Window: May 4th - 15th		
Performance Level	***n***	**%**
Average or Above	2184	68%
Low Average or Below	1010	32%
Grand Total	**3194**	





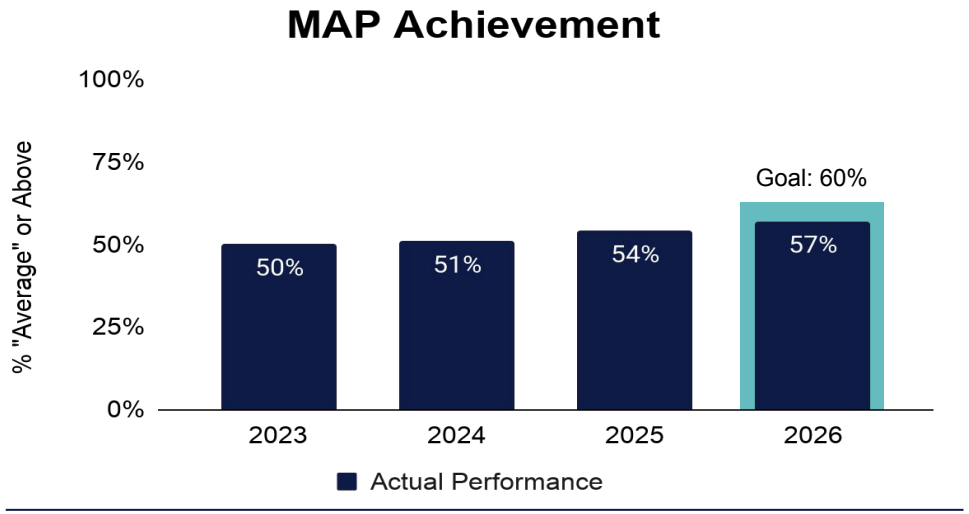
Note: Data shown include English and Spanish tests. Performance designations are vendor-provided and based on student percentile rank in a national sample. Percentages may vary due to rounding.

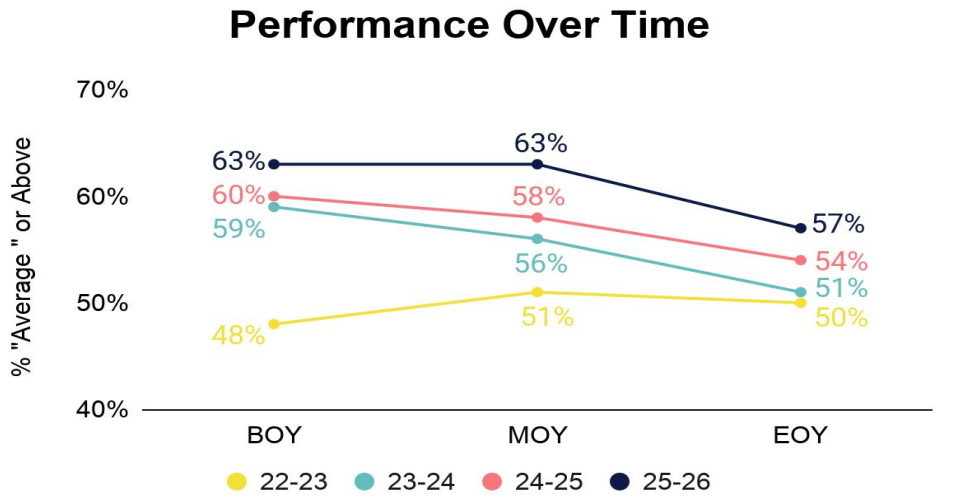
1st Grade: NWEA MAP

EOY Math Overall

Increase the percentage of 1st grade students who achieve “Average” or above from 54% to 60% by May 2026.

25-26 End-of-Year NWEA MAP Results Assessment Window: May 4th - 15th		
Performance Level	***n***	**%**
Average or Above	1844	57%
Low Average or Below	1372	43%
Grand Total	**3216**	





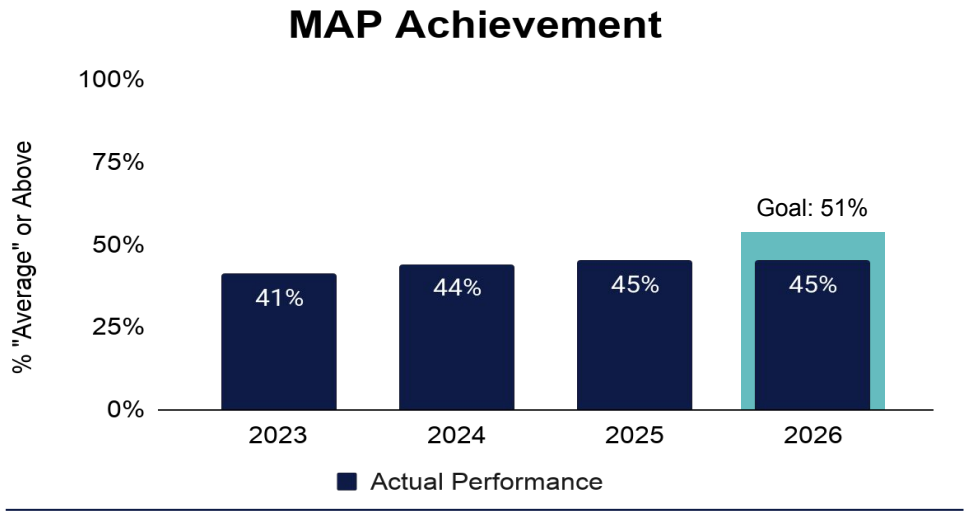
Note: Data shown include English and Spanish tests. Performance designations are vendor-provided and based on student percentile rank in a national sample. Percentages may vary due to rounding.

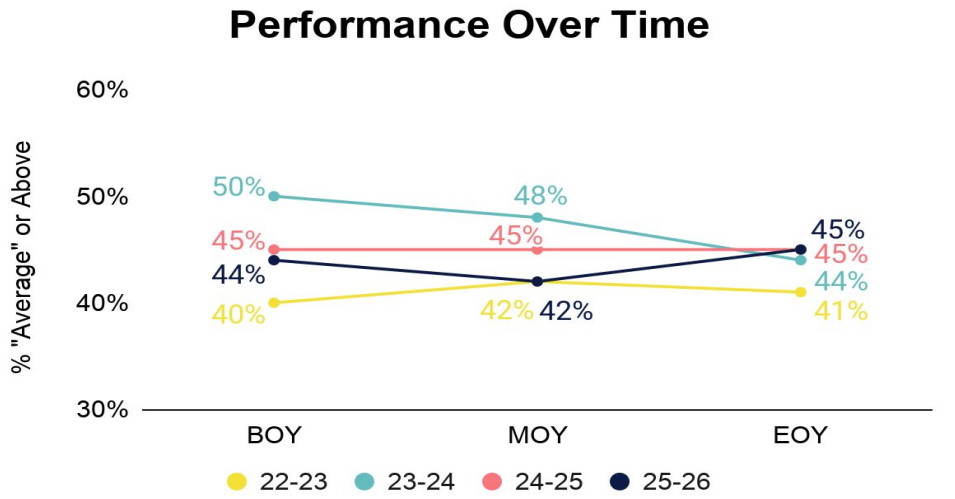
2nd Grade: NWEA MAP

EOY Math Overall

Increase the percentage of 2nd grade students who achieve “Average” or above from 45% to 51% by May 2026.

25-26 End-of-Year NWEA MAP Results Assessment Window: May 5th - 15th		
Performance Level	***n***	**%**
Average or Above	1486	45%
Low Average or Below	1840	55%
Grand Total	**3326**	





Note: Data shown include English and Spanish tests. Performance designations are vendor-provided and based on student percentile rank in a national sample. Percentages may vary due to rounding.

DISCUSSION

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Bret Champion

Board Agenda Presented for: **Action:** ☐ **Report:** ☑ **Consent:** ☐

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: 6th Grade Next Steps Committee Report

District Priority / Goals Addressed

Academic Growth, Safety & Discipline, and Talent & Resources: Stakeholder feedback, student outcome data, and a focus on the student experience led the district to study the best placement for sixth grade students.

Background

Since January, a team of varied stakeholders has discussed the ideal placement for our sixth grade students. Multiple lenses were used, including the student experience, academics, athletics, fine arts, and CTE, among others. The committee will share its recommendations on sixth grade next steps at this meeting.

Fiscal Implications

Moving 6th grade to junior high could create upfront costs, while also creating opportunities for longer-term efficiencies in staffing, transportation, facilities, and programming. The overall financial impact will depend on a variety of factors, including enrollment shifts, building capacity, staffing needs, and how programs are aligned across schools.

Recommendation

The committee will share its full recommendation with the Board at the June 4 meeting.

Submitted by: Bret A. Champion **Date:** May 27, 2026

ACADEMIC GROWTH
Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

CULTURE
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

SAFETY & DISCIPLINE
Create safe and productive learning environments in which every student and staff member can thrive.

MARKETING & ENGAGEMENT
Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arlington
INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting, June 4, 2026

Arlington
INDEPENDENT SCHOOL DISTRICT

SIXTH GRADE NEXT STEPS COMMITTEE REPORT

Bret Champion & Shahveer Dhalla
Office of School Leadership

PURPOSE

Share an overview of the work of the Sixth Grade Exploration Committee, as well as recommendations for next steps for Board consideration.

What started this conversation?

Students: Spring 2025 surveys show 6th graders feeling **less belonging and more anxiety**, indicating a potential **misalignment** with the elementary environment.

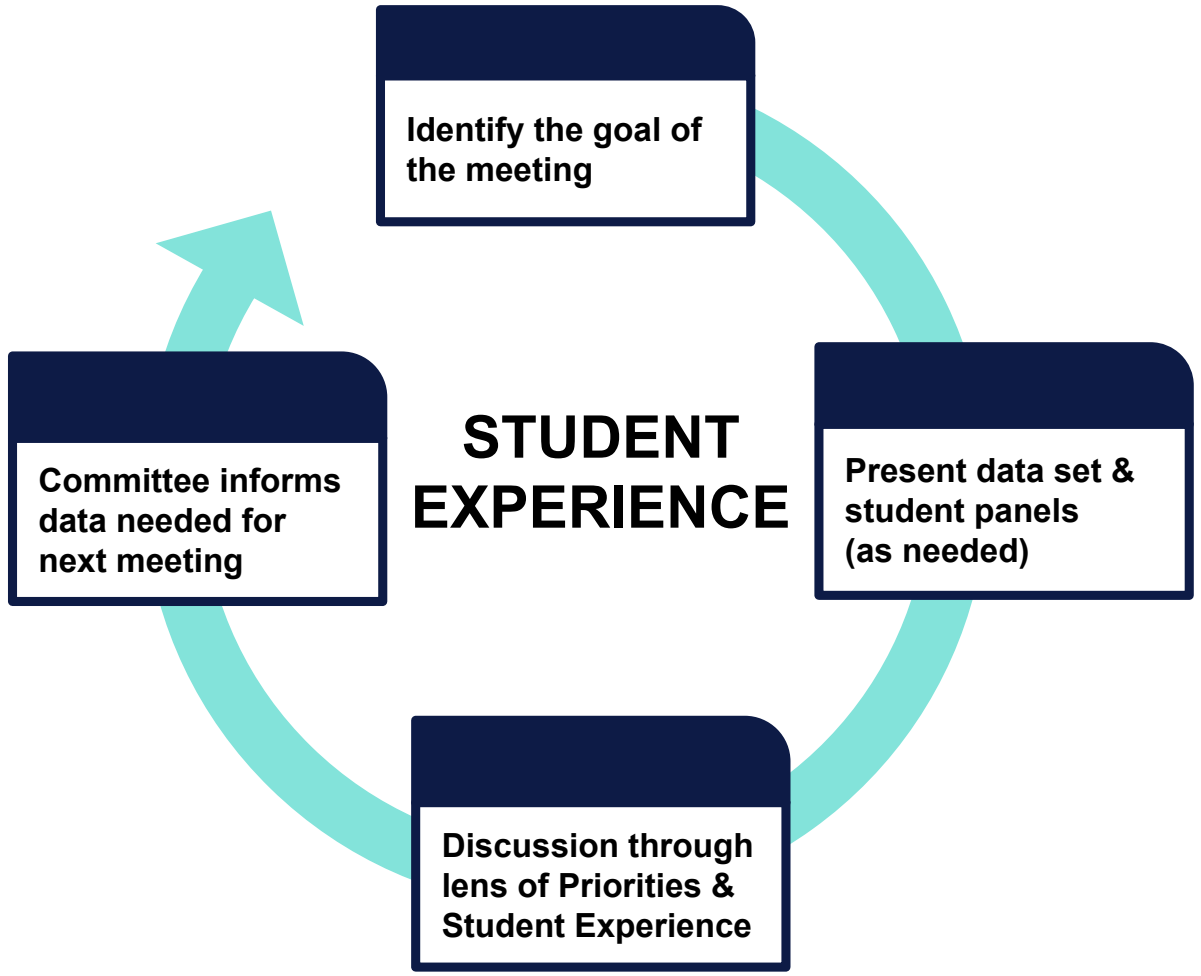
Parents: Survey data highlights a strong **desire for smoother transitions** and a **safer, developmentally appropriate experience**.

Staff: Elementary teachers raised concerns with current placement, suggesting a move could **reduce behavior issues** and **improve learning**.

Principals: Elementary leaders note 6th graders are **ready for independence**; Junior High leaders want **more time to positively shape campus culture**.

Our Charge & Our Lens

Garner stakeholder feedback, study current research, and evaluate the **Student Experience** in a way that allows for the committee to make a recommendation to the Board by June of 2026 whether sixth grade should move to junior high or remain in elementary school for the 2027-28 school year.



Work to Date

53

November

Board Presentation

January

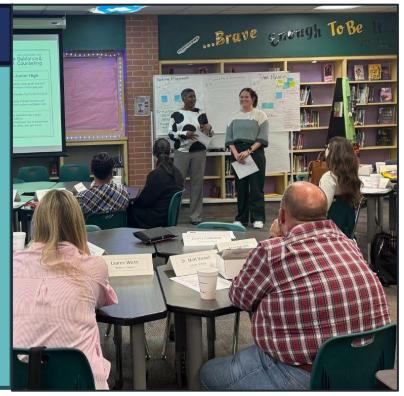
Meeting #1
- Our Charge
- Principal Panel
- R&A

February

Meeting #2
- Student Panel (Gunn)
- Fine Arts
- Career & Tech
- Athletics

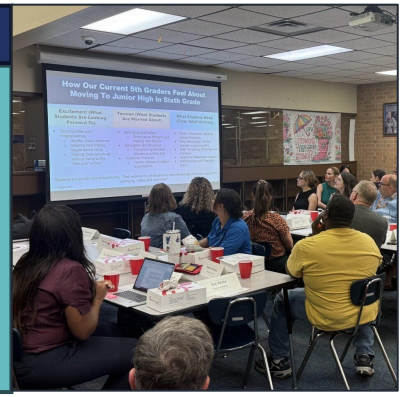
March

Meeting #3
- Student Panel (Young)
- C&I
- Adv Acad
- SEL



April

Meeting #4
- Student Panel (Workman)
- Special Population
- Facilities
- 5th Grade Perspective

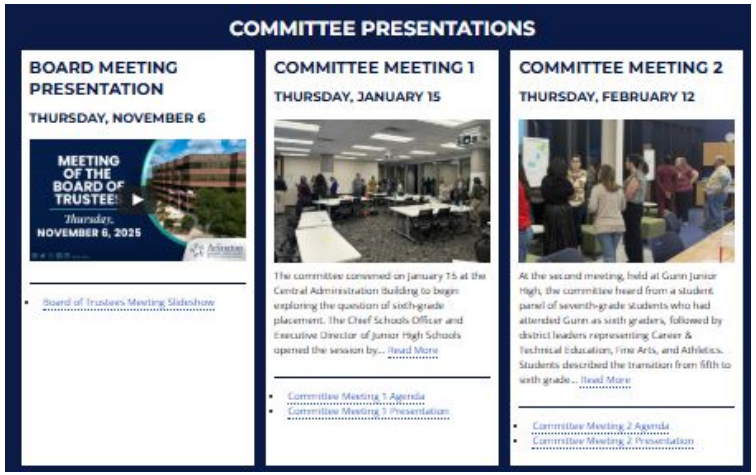


May

Meeting #5
- Discipline
- R&A
- Consensus Building

Input from aisd.net/6gradestudy

54



MEETING 4 SUMMARY (APRIL 15, 2026)

At the fourth meeting, held at Workman Junior High, the committee heard from a panel of seventh-grade students reflecting on their transition from sixth to seventh grade. Students described increased independence and responsibility as a key shift, along with greater freedom and opportunities to engage in extracurricular activities. While they initially experienced challenges related to workload, time management, and navigating a larger environment, they shared that support from teachers, family members, and peers helped them adjust. Students highlighted the opportunity to meet new people, participate in school events, and explore interests as meaningful aspects of their experience, noting that the junior high setting helped them build connections and feel part of a broader community. When asked if they would have preferred to attend junior high in sixth grade, several students indicated they would have welcomed the opportunity to adjust earlier and have more time to prepare for high school expectations.

Following the student panel, district leaders representing Special Education, Emergent Bilingual services, and Facilities shared perspectives on how grade configuration may impact program delivery, student supports, and system-level capacity. Discussion highlighted that maintaining sixth grade in elementary provides continuity for some specialized services and family relationships, while transitioning to junior high may expand opportunities for students to build independence, access a broader range of electives and pre-vocational experiences, and receive support from content-specialized staff. Leaders also noted considerations related to staffing, certification requirements, and program alignment, as well as the need to ensure adequate capacity and resources to serve students effectively across campuses. Facilities data indicated that current junior high campuses have available capacity to accommodate sixth grade, while also raising broader considerations related to rezoning, utilization, and long-term planning.

The committee also reviewed feedback from fifth-grade students, who expressed both excitement about increased opportunities and independence, and concerns about belonging, safety, and navigating a larger school environment. Students emphasized the importance of structured transition supports, including orientations, peer mentorship, and clear guidance on expectations. The meeting concluded with a broader reflection that, while structural decisions are important, student outcomes are shaped by how intentionally systems are designed and implemented. Committee members noted the importance of clear communication, thoughtful planning, and alignment across campuses and programs as the work moves toward a recommendation.

SHARE YOUR INPUT

As the committee continues its work and evaluates a potential recommendation, we welcome your perspectives.

First Name *

Last Name *

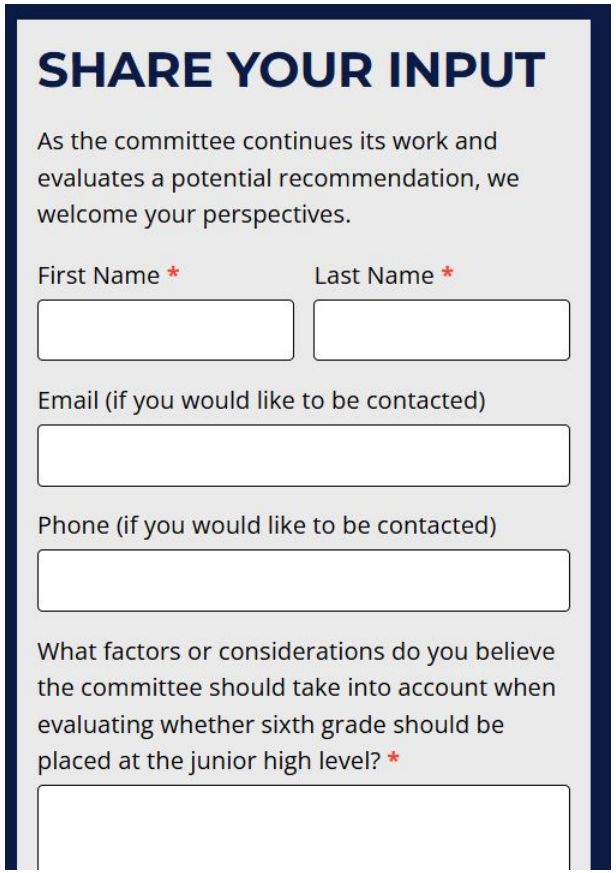
Email (if you would like to be contacted)

Phone (if you would like to be contacted)

What factors or considerations do you believe the committee should take into account when evaluating whether sixth grade should be placed at the junior high level? *

Input from aisd.net/6gradestudy

55



SHARE YOUR INPUT

As the committee continues its work and evaluates a potential recommendation, we welcome your perspectives.

First Name *

Last Name *

Email (if you would like to be contacted)

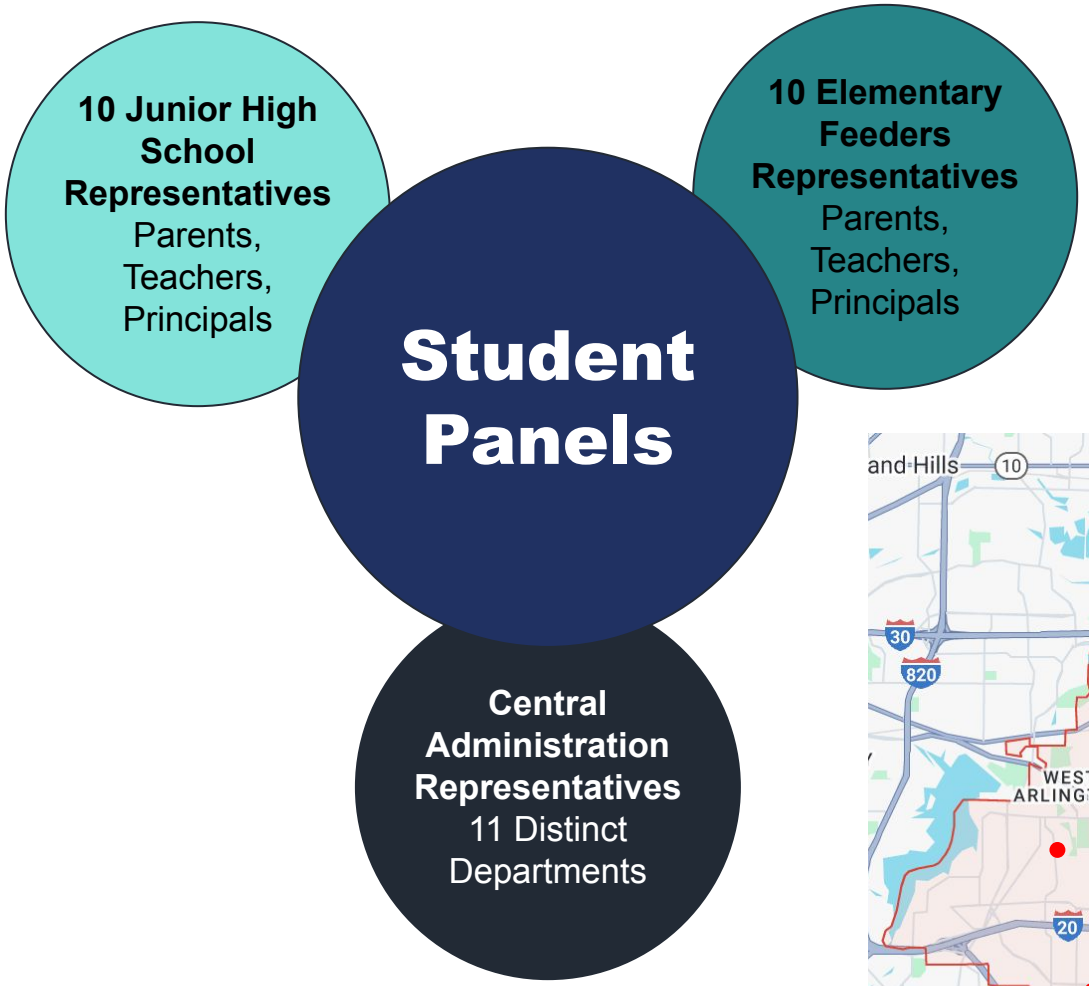
Phone (if you would like to be contacted)

What factors or considerations do you believe the committee should take into account when evaluating whether sixth grade should be placed at the junior high level? *

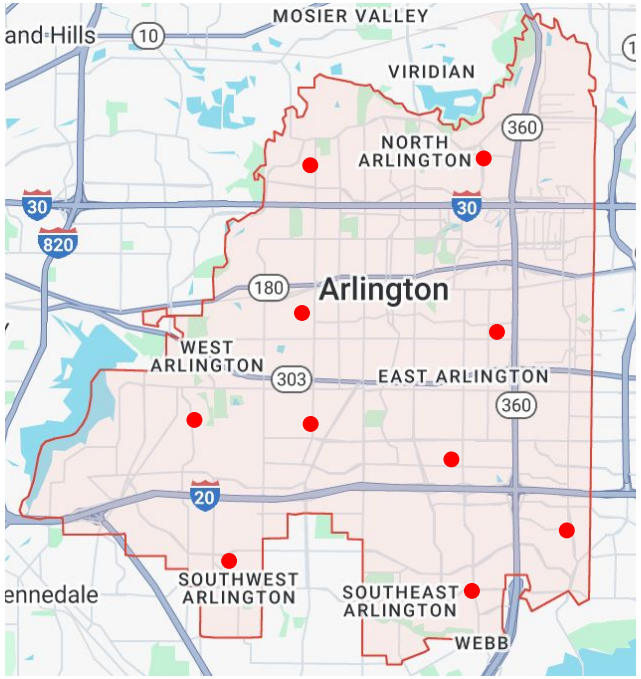
362 Responses

Potential Benefits	Key Concerns
Expanded access to electives, advanced coursework, and specialized programs	Social-emotional readiness and developmental **appropriateness**
Earlier **development** of independence, responsibility, and accountability	**Exposure** to older students, peer pressure, and bullying
Greater access to **subject specialists** and departmentalized instruction	Potential impact on **academic performance**
Earlier **preparation** for secondary education expectations	Loss of elementary **leadership opportunities**
Stronger junior high identity, belonging, and **continuity** (3 years vs. 2)	Increased transition **stress** for students
Better **alignment** with adolescent developmental needs	Loss of elementary **traditions and experiences**
More **age-aligned** student grouping	Capacity, staffing, and facility considerations
Alignment with surrounding district grade configurations	Parent satisfaction and potential **enrollment impact**
Potential for increased student **engagement** through **expanded opportunities**	Concerns about **accelerating childhood** and adolescent exposure

Committee Makeup



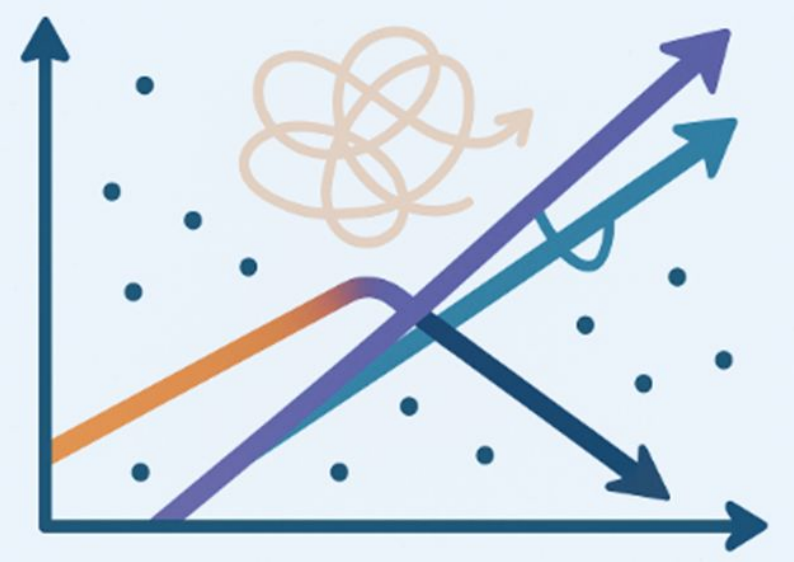
Junior High School			Feeder Elementary		
Name	**Campus**	**Role**	**Name**	**Campus**	**Role**
Lauren Wirth	Bailey	Parent	Kasie Longoria	Hill	Principal
Rodrick Wilson	Barnett	Parent	Roxanna Sierra	Starrett	Principal
Heather Boggs	Boles	Teacher	Hailey Reichert	Moore	Teacher
Matt Varnell	Gunn	Principal	Lauren Jones	Short	Parent
Brenda Torres	Nichols	Parent	Ayesha Ramos	Peach	Principal
Michelle Fletes	Ousley	Parent	Christi Wilks	Beckham	Principal
Cecilia Contreras	Rodriguez	Parent	Perla Picazo	Patrick	Parent
Matt Nagel	Shackelford	Teacher	Heather Frisina	Butler	Parent
Erin Fogleman	Workman	Principal	Anna Nguyen	Burgin	Teacher
Kirsten Lundin	Young	Principal	Chelsea Moore	Ditto	Parent



Central Administration	
Name	**Department**
Karen Zeske	Advanced Academics
Eric White	Athletics
Telisa Brown	Counseling
Jamie MacDougall	Curriculum & Instruction (3-6)
Danielle Reynolds	Curriculum & Instruction (7-12)
Christopher Anderson	Fine Arts
Melody Lopez	Human Resources
Stephanie Lee	Office of School Leadership
Genéa Stewart	Research & Accountability
Cindy Brown	Special Education
Patty Bustamante	Specialized Learning Services
Jackeline Orsini	World Languages

What Research Can *Actually* Tell Us…

57

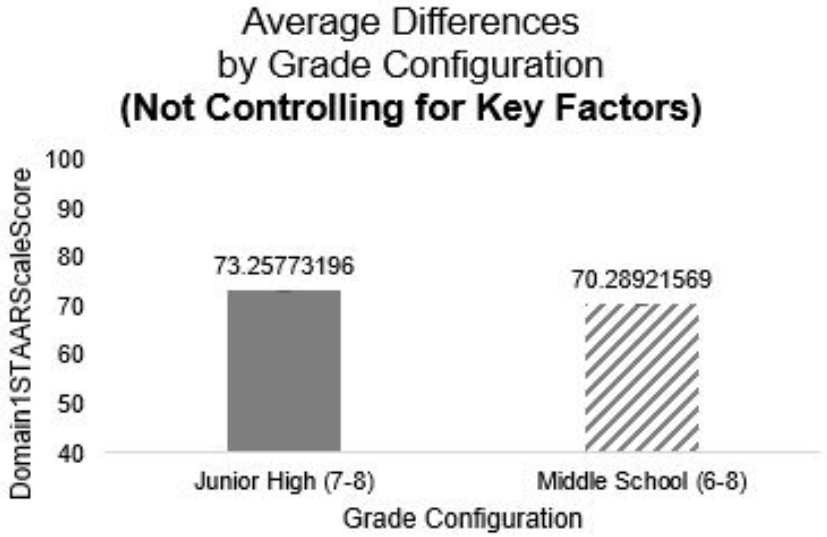


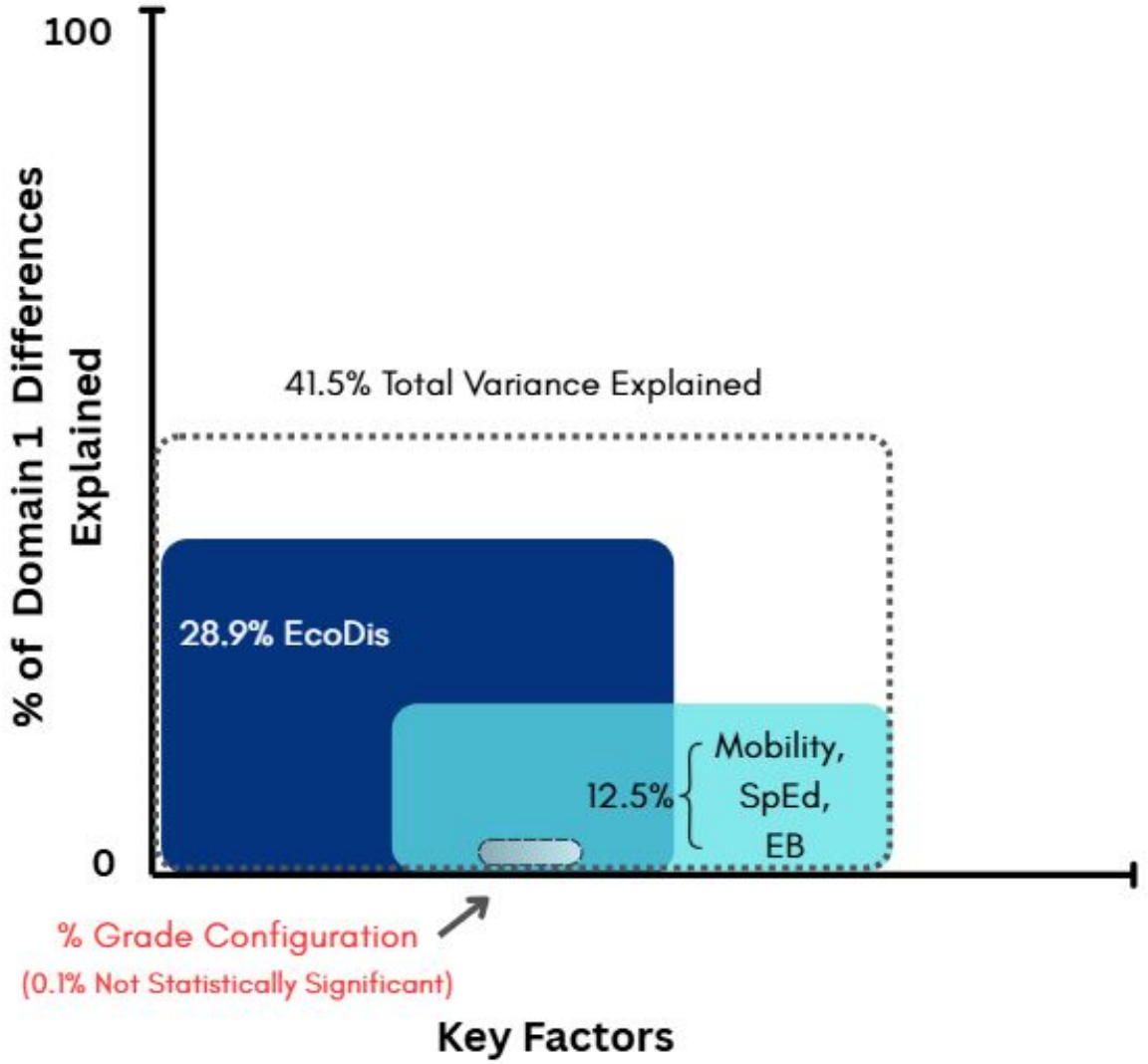
- No universal “best” configuration
- Implementation quality matters
- Student transitions require support
- Relationships and school climate matter
- Correlation ≠ Causation
- Strong claims require careful review

“Education research may be the hardest science of all.” **– David C. Berliner**

Domain 1: At-a-Glance Differences vs What Explains Them

58

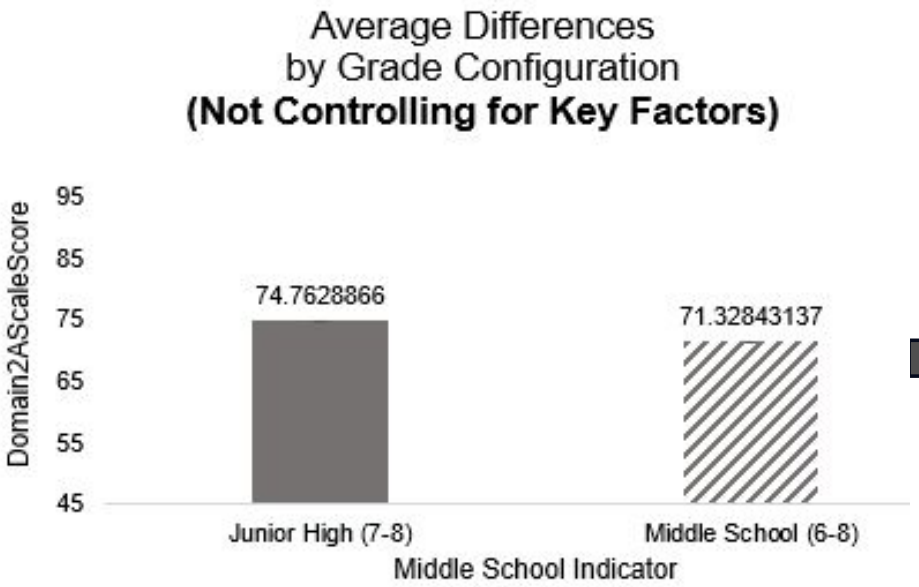


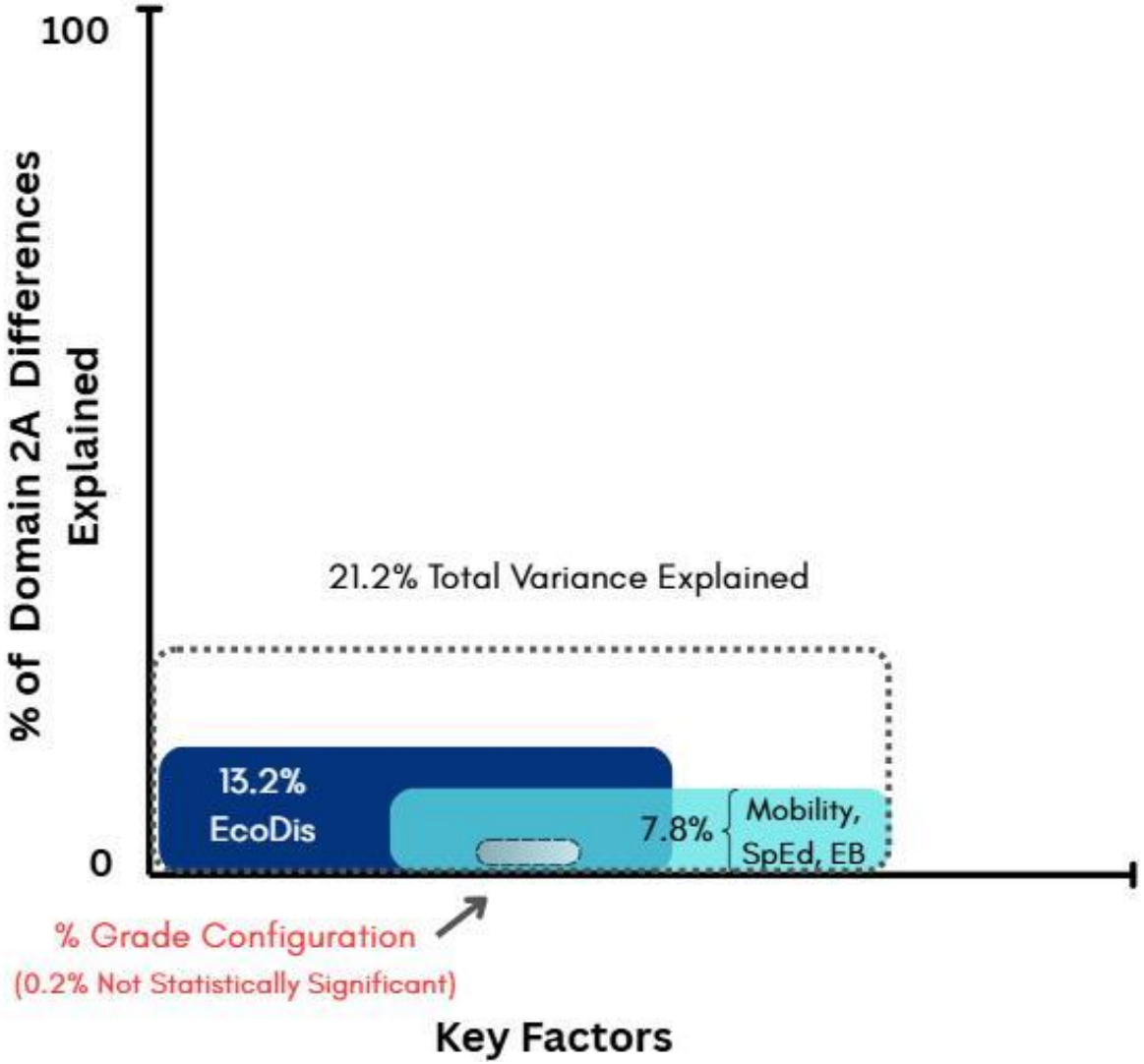


At first glance, there are differences between grade configuration models (6-8 vs. 7-8). But when we account for student and school factors, ***grade configuration itself isn't what explains those differences****.*

Domain 2A: At-a-Glance Differences vs What Explains Them

59





At first glance, there are differences between grade configuration models (6-8 vs. 7-8). But when we account for student and school factors, ***grade configuration itself isn't what explains those differences****.*

Student Voice Elevated

60

This year's 8th graders that experienced 6th grade at a junior high school

This year's 7th graders that experienced 6th grade at an elementary school

This year's 5th grade elementary students

What did junior high students say?

- Initially overwhelming due to larger campuses, multiple teachers, and increased responsibility
- Most adjusted within the first few weeks
- Teacher, peer, and advisory support eased the transition
- Increased independence viewed positively
- Expanded access to electives, activities, and programs
- Greater opportunities to build friendships and find a sense of belonging
- Navigation and passing periods were common early challenges
- Some noted limited access to athletics in sixth grade

What did elementary students say?

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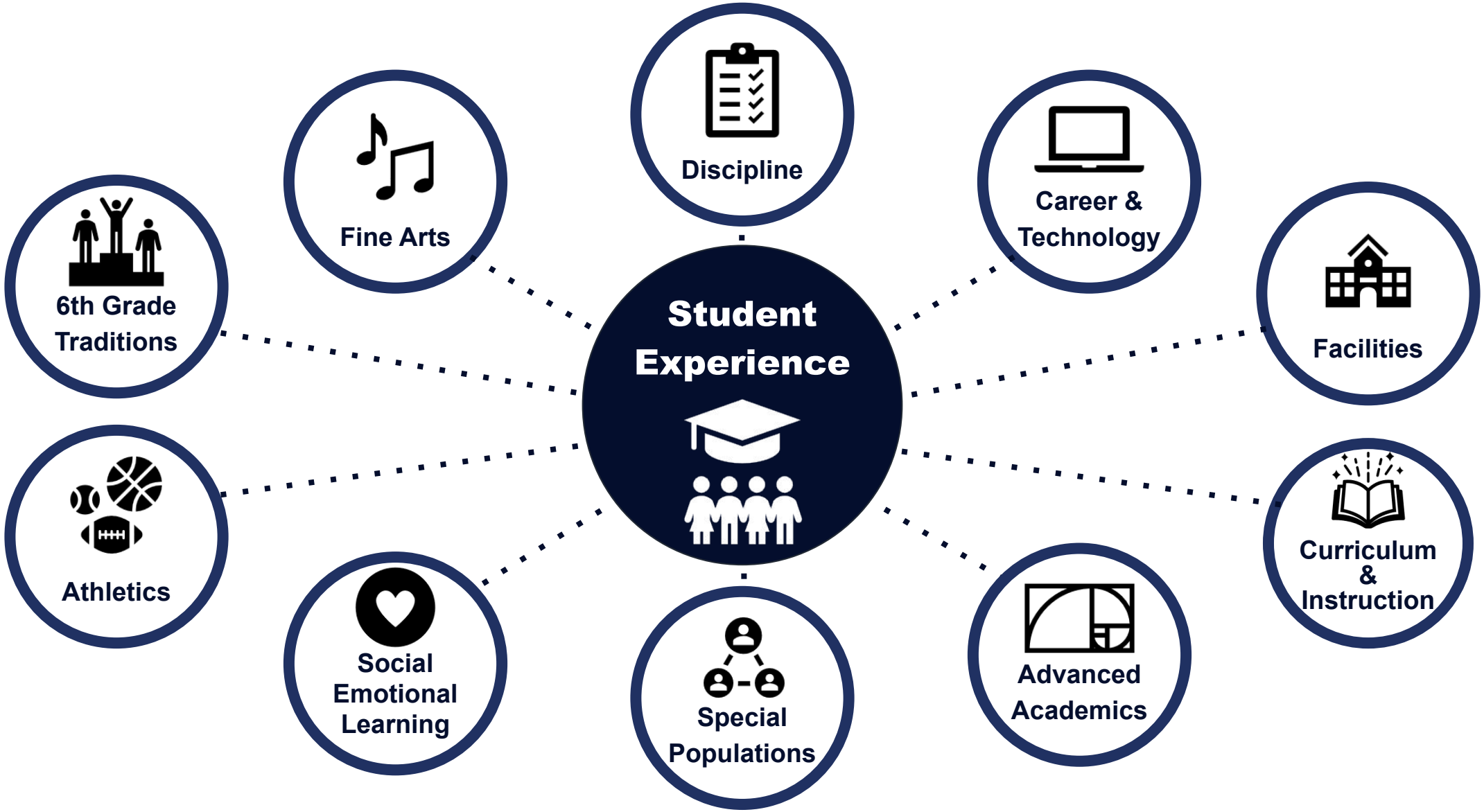
- Excited about electives, athletics, clubs, fine arts, and new learning opportunities
- Looking forward to meeting new friends, teachers, and students from other schools
- Viewed junior high as an opportunity for greater independence and responsibility
- Most common concerns were bullying, fitting in, and interactions with older students
- Worried about navigating a larger campus, changing classes, and finding classrooms
- Expressed concerns about increased academic expectations and more challenging coursework
- Desired opportunities to visit campuses, meet teachers, and learn expectations before transitioning
- Suggested orientation, peer mentoring, campus tours, and transition supports to build confidence and readiness

10 Factors of Student Experience



Factors on Student Experience

Factor	Opportunities	Concerns
Curriculum & Instruction	Greater alignment of 6th grade curriculum with 7th and 8th grade TEKS (from state and external vendors)	Teacher certification transitions, intervention supports, scheduling, and implementation planning
SEL	Increased counseling access, stronger sense of belonging through a 3-year junior high experience	Strong transition supports needed; intentional scheduling and culture-building

Factors on Student Experience

Factor	Opportunities	Concerns
Advanced Academics	Increased access to advanced coursework, math acceleration, and earlier preparation for high school credit courses	Communication around rigor/readiness; thoughtful scheduling and staffing
Special Populations	Better alignment for bilingual, newcomer, and special education programming; potential for more targeted supports and staffing efficiencies	Investigate possible ESOL course inclusion for junior highs

DEPARTMENT OF WORLD LANGUAGES

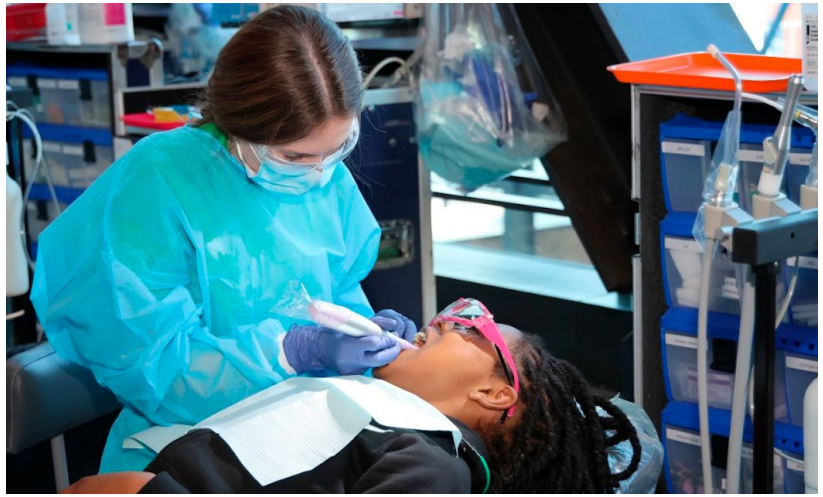
SPECIAL EDUCATION
ARLINGTON INDEPENDENT SCHOOL DISTRICT

Factors on Student Experience

Factor	Opportunities	Concerns
Athletics	Earlier exposure to pre-athletics, team structures, and stronger long-term program development	Clarify course progression and participation expectations; ensure consistent implementation across campuses
Fine Arts	Increased opportunities for engagement, competitions, mentoring, performance participation, and skill development over a 3-year experience (specifically band)	Impact on elementary fine arts staffing (Orchestra would need to remain for fifth graders)

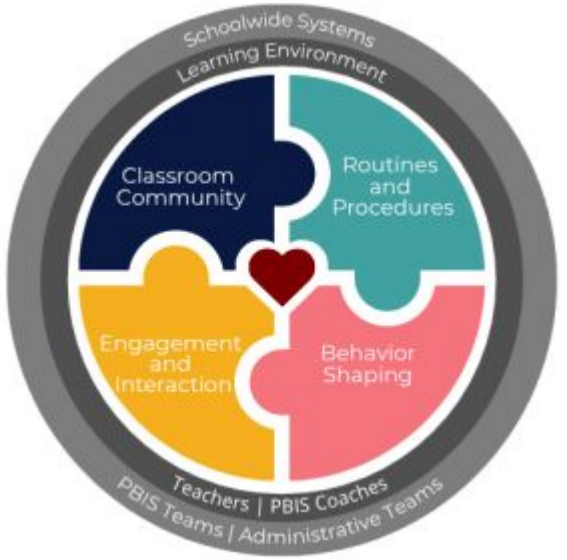
Factors on Student Experience

Factor	Opportunities	Concerns
Facilities	Capacity and right-sizing opportunities; available space identified at junior highs	Facilities readiness, zoning, logistics, community impact, timelines, and transition planning
Career & Technology	Increased exposure to CTE pathways and career awareness opportunities	Clear communication on what 6th graders can and cannot participate in; limited direct access to actual CTE courses



Factors on Student Experience

Factor	Opportunities	Concerns
6th Grade Traditions	Traditions can transition to 5th grade or be recreated at junior high campuses	Need intentional planning to preserve community traditions and create meaningful new experiences for students and families
Discipline	Data does not currently show significant differences between configurations	How are clear expectations for junior high students communicated to students before they leave elementary



Building Consensus

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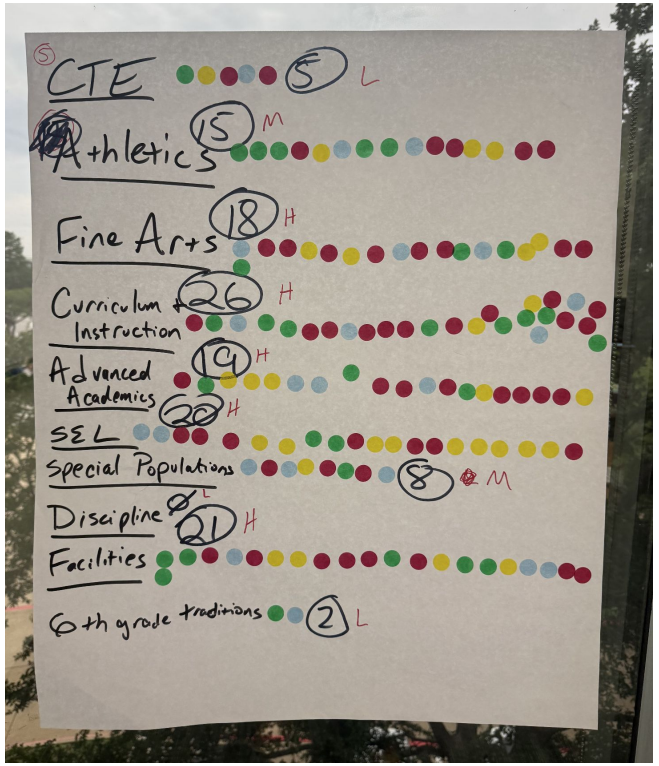
Factors of Student Experience		
Curriculum & Instruction	SEL	Discipline
Advanced Academics	Facilities	6th Grade Traditions
Career & Technology	Athletics	
Special Populations	Fine Arts	



- 10 Areas
- 3 Levels of Impact on student experience
- 4 Different Recommendations possible
- Based On
- Considerations

Retain Sixth Grade at the Elementary Level

Transition Sixth Grade to Junior High

Balanced Perspective

No Consensus Reached

6th Grade Placement Rubric

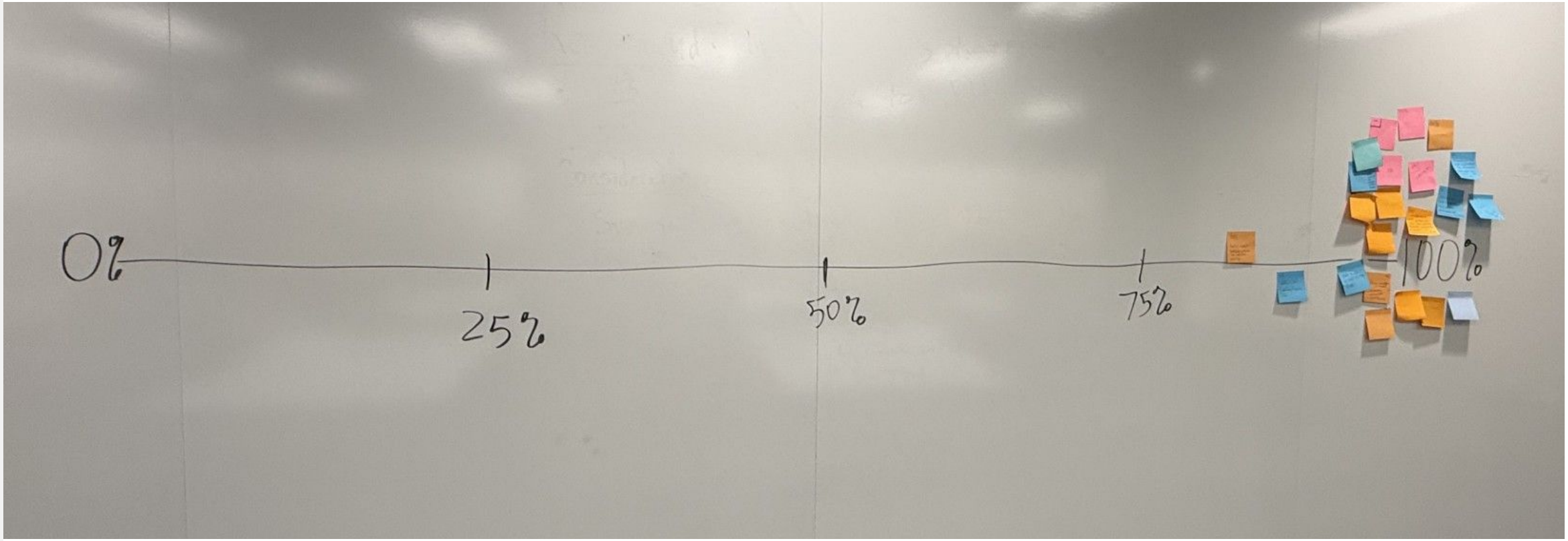
Area	Impact	Recommendation	Based On	Considerations
Curriculum & Instruction	Large	Transition Sixth Grade	Better alignment K-5 and 6-8	Staffing, certification, and scheduling
Facilities	Large	Transition Sixth Grade	Better use of space and capacity	Zoning, timelines, and community impact
SEL	Large	Transition Sixth Grade	Increased belonging and counseling supports	Strong transition systems needed
Advanced Academics	Large	Transition Sixth Grade	Expanded access to advanced coursework & leveling of classes	Communication and scheduling logistics
Fine Arts	Large	Transition Sixth Grade	More opportunities for participation and growth	Impact on elementary programs/staffing
Athletics	Moderate	Transition Sixth Grade	Earlier exposure to athletics culture and skills	Consistent implementation across campuses
Special Populations	Moderate	Transition Sixth Grade	Better alignment of specialized supports	Intentional staffing and programming
Career & Technology	Low	Balanced Perspective	Increased CTE exposure and awareness	Clarify participation opportunities
Discipline	Low	Balanced Perspective	Little difference shown in data	Maintain consistent expectations
6th Grade Traditions	Low	Transition Sixth Grade	Traditions can shift or be recreated	Preserve meaningful student experiences

Committee Recommendation

Concerning the student experience, the committee recommends transitioning sixth grade students to junior high through a systemwide, executable plan that is graceful, purposeful, and collaborative, while considering facilities readiness, successful student transitions, and stakeholder voice.

We elevate the importance of readiness and communication prior to determining an implementation timeline.

Consensogram



DISCUSSION

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Barry Fox

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☐

Supporting Documents: **None:** ☐ **Attached:** ☐

Meeting Agenda Item: Optional Flexible School Day Program 2025-2026

District Priority / Goals Addressed

This item is aligned with the Board priority of Academic Growth by providing alternative scheduling and instructional formats for students who need additional flexibility and course adjustments.

Background

The Optional Flexible School Day Program (OFSDP) allows school districts to provide flexible hours and days of attendance to help students stay in school. This program reflects our district's commitment to providing equitable pathways and personalized support for student success. Designed for those who need a flexible schedule due to unique academic, personal, or life circumstances, the program offers alternative scheduling and non-traditional instructional opportunities. By increasing engagement, improving attendance, and supporting credit attainment, the OFSDP ensures students stay on track toward graduation while meeting their individual needs.

Fiscal Implications

None

Recommendation

None

Submitted by: **Date:** May 26, 2026

ACADEMIC GROWTH
Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

CULTURE
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

SAFETY & DISCIPLINE
Create safe and productive learning environments in which every student and staff member can thrive.

MARKETING & ENGAGEMENT
Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arlington

INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting, June 4, 2026

Arlington
INDEPENDENT SCHOOL DISTRICT

Optional Flexible School Day Program 2025-2026

Barry Fox, Executive Director of Transformational Learning

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PURPOSE

❖ Review the Optional Flexible School Day Program (OFSDP) for 2025-2026

- ➢ Provide opportunity for the Board to discuss the 2025-2026 OFSDP
- ➢ Provide opportunity for public input regarding the 2025-2026 OFSDP
- ➢ Required by Texas Education Code §29.0822 and Texas Administrative Code §129.1027

Overview of OFSDP

- **Allows districts to provide flexible hours and days of attendance for certain students including at the Early College High Schools**

- **Designed to improve graduation rates for students in danger of dropping out of school, have dropped out, or are behind in core subjects.**

2025-2026

- **Arlington Collegiate High School**
- **Arlington College & Career High School**
- **Venture High School**

PUBLIC HEARING

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Barry Fox

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☐

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Optional Flexible School Day Program 2026-2027

District Priority / Goals Addressed

This item addresses Academic Growth by providing alternative scheduling and instructional formats for students who need additional flexibility and course adjustments.

Background

The Optional Flexible School Day Program (OFSDP) supports students who require a non-traditional educational setting due to unique academic, personal, or life circumstances. By providing alternative scheduling and tailored instructional pathways, the program aims to boost student engagement, improve attendance, and accelerate credit attainment. Ultimately, the OFSDP ensures students stay on track toward graduation while honoring their individual needs, reflecting our district's commitment to equity and personalized student success.

Fiscal Implications

None

Recommendation

None

Submitted by: **Date:** May 26, 2026

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Arlington
INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting, June 4, 2026

Arlington
INDEPENDENT SCHOOL DISTRICT

Optional Flexible School Day Program 2026-2027

Barry Fox, Executive Director of Transformational Learning

PURPOSE

❖ Consider the Optional Flexible School Day Program (OFSDP) for 2026-2027

- ➢ Provide opportunity for the Board to discuss the 2026-2027 OFSDP Application
- ➢ Provide opportunity for public input regarding the 2026-2027 OFSDP Application
- ➢ Required by Texas Education Code §29.0822 and Texas Administrative Code §129.1027

Overview of OFSDP

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- **Allows districts to provide flexible hours and days of attendance for certain students including at the Early College High Schools**

- **Designed to improve graduation rates for students in danger of dropping out of school, have dropped out, or are behind in core subjects.**

2026-2027

May be implemented for students:

- Grades 9-12;
- At-risk of dropping out;
- Participating in an approved Early College High School plan;
- Attending a state-approved innovative redesigned school; and/or
- Require an alternative academic route due to denied credit in one or more academic classes

PUBLIC HEARING

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Holly Stambaugh

Board Agenda Presented for: **Action:** ☑ **Report:** ☐ **Consent:** ☐

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Consider Approval of the 2026-2027 Compensation Plan and Benefits Contributions

District Priority / Goals Addressed

The purpose is to provide the Board of Trustees with a recommendation for the 2026-2027 Compensation Plan and the district's benefit plan contribution to strategically prioritize Talent and Resources.

Background

Administration will provide the Trustees with four options to consider approval for the 2026-2027 Compensation Plan, strategic adjustments, and benefit plan contributions.

Fiscal Implications

Fiscal implications contingent on the approval of optional raises and benefit plan considerations.

Recommendation

The administration recommends that the Board approve one of the four options provided for the 2026-2027 Arlington ISD Compensation Plan and employee benefit offerings.

Submitted by: Scott Kahl **Date:** May 26, 2026

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2026-2027 Compensation Plan

Scott Kahl, Chief Talent Officer
Holly Stambaugh, Senior Director of Human Resources

June 4, 2026

PURPOSE

The purpose is to provide the Board of Trustees with a recommendation for the 2026-2027 Compensation Plan and benefit plan contribution to strategically prioritize talent and resources.

Compensation and Benefit Plan Recommendations

- Texas Association of School Boards (TASB) compensation study found Arlington Independent School District salaries remain competitive and continue to lead the market
- District stipends remain market competitive with the exception of SPED specialized programs
- The district's FY25-26 budget deficit ~$72M recently required reorganization impacting employee positions
- Additional cost savings measures and efficiencies will need to be identified going forward to fully address the budget deficit
- TASB and local market data indicate flexibility in general pay increase percentages required to maintain market competitiveness
- Employee benefit premiums continue to be a concern despite programmatic improvements and partnership efforts with TRS
- Administration recommends four separate alternatives to maintain market competitive pay and benefits while recognizing budget cost constraints

Option 1
Benefits Contributions, 0% Salary Adjustments

- Healthcare Clinic Network Benefit ~ $2M
- Healthcare Premium District Contribution Increase (Wellness Platinum) ($28.25): $153k
- Special Education Specialized Program stipend ~ $335k

Total Cost: ~$2.5M

Option 2
1% Teacher Market Raise; 1% Midpoint Raise (staff)
Benefits Contributions

- 1% Market Raise Teachers ~ $3.2M (starting teacher salary $66,300)
- 1% Midpoint Raise ~ $2.8M
  - Cost includes strategic market and pay grade adjustments
- Healthcare Clinic Network Benefit ~ $2M
- Healthcare Premium District Contribution Increase (Wellness Platinum) ($28.25): $153k
- Special Education Specialized Program stipend ~ $170k

Total Cost: ~$8.3

Option 3
2% Teacher Market Raise; 2% Midpoint Raise (staff)
Benefits Contributions

- 2% Market Raise Teachers ~ $5.7M (starting teacher salary $67,000)
- 2% Midpoint Raise Staff ~ $5.1M
  - Cost includes strategic market and pay grade adjustments
- Healthcare Clinic Network Benefit ~ $2M
- Healthcare Premium District Contribution Increase (Wellness Platinum) ($28.25): $153k
- Special Education Specialized Programs stipend ~ $170k

Total Cost: ~$13.1M

Option 4
2% Teacher Market Raise; 1% Midpoint Raise (staff)
Benefits Contributions

- 2% Market Raise Teachers ~ $5.7M (starting teacher salary $67,000)
- 1% Midpoint Raise Staff ~ $2.8M
  - Cost includes strategic market and pay grade adjustments
- Healthcare Clinic Network Benefit ~ $2M
- Healthcare Premium District Contribution Increase (Wellness Platinum) ($28.25): $153k
- Special Education Specialized Program stipend ~ $170k

Total Cost: ~$10.8

Administrative Recommendations

Administration is requesting Board of Trustees approval of one of the four options presented. Approval of any option included in this presentation will incorporate the specified components into the 2026–2027 Compensation Plan, along with position or supplemental modifications made during the 2025–2026 school year. All other elements of the 2025–2026 Compensation Plan will remain unchanged and be carried forward into the 2026–2027 Compensation Plan.

Option 1	Option 2
0% Salary Adjustments	1% Teacher Market Raise; 1% Midpoint Raise (staff)
Benefits Contributions	Benefits Contributions
Total Cost: ~$2.5M	Total Cost: ~$8.3

Option 3	Option 4*
2% Teacher Market Raise; 2% Midpoint Raise (staff)	2% Teacher Market Raise; 1% Midpoint Raise (staff)
Benefits Contributions	Benefits Contributions
Total Cost: ~$13.1	Total Cost: ~$10.8

*Inclusion of administrative professionals with the 2% teacher adjustment results in an incremental expense of $1.1M.

DISCUSSION

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Michael Hill, Ed.D

Board Agenda Presented for: **Action:** ☑ **Report:** ☐ **Consent:** ☐

Supporting Documents: **None:** ☑ **Attached:** ☐

Meeting Agenda Item: Consider Approval of the 2026-2027 Student Code of Conduct

District Priority / Goals Addressed

Safety & Discipline: This priority focuses on creating safe and productive learning environments for students and staff.

Background

A committee consisting of students, parent/community members, teachers, campus administrators and central administrators met during the spring to review and consider revisions to the Student Code of Conduct (SCOC). The process included all stakeholders reviewing the document and making recommendations for additions, deletions and revisions to the document. Those recommendations were vetted by the committee and presented to administration for consideration and review. The proposed revisions were presented to the Board Governance Committee for further discussion and review. Lastly, the proposed revisions were presented to the full board in a report on May 20, 2026. The document includes changes to the SCOC which were reported to the Board previously, as well as changes to the Student Handbook. The revisions captured on pages 37, 38, 40, 42, 43, and 75 of the document represent recommendations for approval. All other changes in the document are operational changes that are addressed in the Student Handbook section of the document, and do not require Board approval. During the meeting, Trustees will be voting only on the SCOC.

Fiscal Implications

None

Recommendation

The Administration recommends the Board of Trustees approve the Student Code of Conduct for the 2026-2027 school year.

Submitted by: Michael Hill Ed.D **Date:** May 26, 2026

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ARLINGTON
INDEPENDENT SCHOOL DISTRICT

2026-2027
STUDENT CODE OF CONDUCT

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Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

Arlington ISD students and families,

Welcome to the 2026-2027 school year! We are excited to have you as part of the Arlington ISD family and we know this will be your best year yet! Unlike many districts, we view our Student Code of Conduct as a positive tool that helps us create the learning environments that we desire for each and every student. Whether you are a student, parent, or educator, we know that we all want the same thing - a great experience in school!

Part of our philosophy regarding student behavior in Arlington ISD revolves around a thoughtful, proactive approach to learning. Students throughout our district engage in positive experiences that teach the appropriate behaviors, supports, and expectations for the school. These learning experiences help us ensure that every student knows and understands how they, as individuals, can contribute to the positive campus culture that we all desire.

At the same time, we also believe that students should adhere to clear, consistent expectations for behavior in the school setting. When student behaviors don't align with our expectations, we believe that appropriate consequences can help teach students more productive behaviors for the future. Teaching our students to become accountable for their actions is a life-skill that will benefit for years to come.

Our Arlington ISD Student Code of Conduct provides clear guidance for our students, and families, for a productive year of learning and growth. The document outlines student responsibilities including attending school on time every day, showing respect for others and their property, expressing thoughts and ideas with civility and respect, and cooperating with campus and district staff. The Student Code of Conduct also outlines appropriate responses, and consequences, when student behaviors fail to meet campus expectations for a safe and productive learning environment.

Please take the time with your family to review our Arlington ISD Student Code of Conduct and become familiar with its content. Together, through thoughtful effort from our students, families and staff, we can create a learning environment in which every student and staff member can thrive.

Sincerely,

Matt Smith, Ed. D.
Superintendent

Student Code of Conduct

The Arlington Independent School District (AISD) is committed to providing each student with a quality educational program. This goal can only be achieved in a cooperative school climate free from disruptions which hinder and interfere with the educational process. The rights of students, teachers, parents, and administrators are to be valued and are protected under federal and state laws. The AISD will strive to achieve a working balance between rights and responsibilities, which foster a positive school climate where there is mutual respect and an opportunity for students to develop to their fullest potential.

The *Student Code of Conduct* (SCOC) has been formulated in compliance with relevant law. Policies and procedures of the AISD Board and administrative regulations that pertain to student conduct are addressed in the SCOC. The SCOC is designed to inform students, parents, legal guardians and school personnel of expectations of conduct applicable to this school district.

For more specific information on AISD policies and procedures, please refer to the AISD Board Policy Manual which can be found on the Internet at www.aisd.net, pol.tasb.org/Home/Index/1098, and each school campus. This Student Code of Conduct may also be found online at www.aisd.net.

Statement Regarding the Use of the District *Student Code of Conduct* and Campus Handbooks

The *Student Code of Conduct* is a broad guide regarding expectations, violations and corrective actions. Throughout the code are statements that acknowledge the discretion that can be exercised by the campus administrator. Also, the lists of corrective actions indicate many choices. However, in some cases, the school administrator is bound by district policy, state law and/or federal law regarding corrective actions. Appropriate due process hearings are held when corrective actions for serious offenses are contemplated.

Many campuses issue their own campus rules as a supplement to address their particular needs. While these rules are not intended to be as complete or as detailed as the *Student Code of Conduct*, many attempt to reconcile any differences between the *Student Code of Conduct* and the campus rules. In most cases, neither the *Student Code of Conduct* nor the campus rules are to be seen as totally complete and fixed to the point of no reasonable discretion being able to be applied by the campus administrator. In short, parents are urged to read both documents and review the content with their children. Both documents are broad but very clear on what is acceptable behavior, which aids in the orderly process of creating a safe and productive learning environment.

The *Student Code of Conduct* will govern whenever there is a conflict with the campus rules. Board policy will govern when there is a conflict with the *Student Code of Conduct*.

School District Authority and Jurisdiction

Each campus has a single person designated as the campus behavior coordinator (CBC) to maintain discipline. Arlington Independent School District has designated each campus an assistant principal as the campus behavior coordinator for their campus. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;
- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

School expectations and the authority of the district to administer discipline apply whenever the district's interest is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on district transportation;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081;

- When the student is required to register as a sex offender;
- When the student is bullying a student on or off campus pursuant to state law, and;
- When the student is cyberbullying another student that interferes with any student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school sponsored or school related activity.

The district has the right and authority to perform the following searches:

- The search of a student's outer clothing, pockets, property, locker, and/or vehicle when there is reasonable cause to believe they contain articles or materials prohibited by the district or when a student voluntarily consents to the search.
- Random locker searches and metal detector screening exercises on campus will be conducted throughout the school year.

If a student refuses to comply with a metal detector search, the student's parent and/or guardian will be contacted, the student may be removed from the campus and the student may be subject to appropriate school corrective actions. The district may search a person or their property if there is reasonable suspicion of a policy violation.

Parental Involvement
The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

Unless the board does not adopt a parental involvement policy under TEC 37.0014.

Security Personnel
The board utilizes school resource officers and/or security personnel to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

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The law enforcement duties of school resource officers and/or security personnel are:

- Creating and maintaining safe, secure and orderly learning environments for students, teachers and staff.
- Establish a trusting channel of communication with the students, parents, and teachers .
- Serve as a positive role model to instill in student's good moral standards, good judgement and discretion, respect for other students, and a sincere concern for the school community.
- Promote citizen awareness of the law to enable students to become better informed and effective citizens, while empowering students with the knowledge of law enforcement efforts and obligations regarding enforcement as well as consequences for violations of the law.
- Serve as a confidential source of counseling for students and parents concerning problems they face as well as providing information on community resources available to them.

REMOTE LEARNING

AISD maintains expectations of our students when engaged in remote learning. AISD rules apply to campus-based, alternative, and remote learning, and may include specific language herein for a particular form of learning. If not specified otherwise, the rule applies to all forms of learning.

Public Health/School Safety

Additional public health/school safety considerations and protocols may be added at a later date that align with national, state, and local requirements or recommendations.

GENERAL AUTHORITY TO IMPOSE DISCIPLINE

The Texas Legislature has delegated the authority to manage independent school districts and discipline students to the Board of Trustees and its employees. The school has the authority to administer discipline whenever the interest of the school is involved, on or off school property, in conjunction with or independent classes and school-sponsored activities. In light of the school closures related to COVID-19, the District's authority also applies:

- While the student is attending virtual instruction during temporary school closures, regardless of time or location; and
- While the student is participating in any school-related virtual meeting during temporary school closures, regardless of time or location.
- Further, student off-campus online conduct can result in disciplinary consequences if:
  - causes a substantial disruption at school;
  - is serious or severe bullying or harassment of individuals;

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- involves threats aimed at school officials, employees or students, or;
- breaches school security devices

PROHIBITED CONDUCT

Students will be subject to discipline if they engage in any of the following prohibited conduct while they are subject to the school's jurisdiction as provided above:

- While using remote learning platforms, using actual or virtual backgrounds that feature profanity, lewd or vulgar language, obscene gestures, or other inappropriate references as determined by school officials; and
- While using remote learning platforms, failing to wear appropriate dress as specified in the AISD Student Code of Conduct; and
- While using remote learning platforms, demonstrating criminally punishable behavior; and
- While using remote learning platforms, failing to be present during online instruction, or attempting to deceive AISD of the student's presence in online instruction; and
- While using remote learning platforms, permitting non-students to view and/or engage in virtual instruction; and
- Intentionally destroying or damaging district property loaned to the student for the purpose of accessing virtual instruction; and
- While using remote learning platforms, displaying any misbehavior that violates the Student Code of Conduct or gives school officials reasonable cause to believe that the conduct will substantially disrupt the school program.

DAEP & EXPULSIONS

Although students are not receiving instruction on AISD campuses, engaging in prohibited conduct while in use of remote learning platforms may still result in disciplinary consequences, up to and including placement in DAEP and/or expulsion. If a student demonstrates prohibited conduct warranting placement in DAEP or expulsion, AISD will ensure that procedures specified in the Student Code of Conduct will be complied with before and during such disciplinary action.

TITLE IX

As required by law, the District shall have procedures for investigating complaints of Sexual Harassment - including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. See Board policy FFH (LOCAL) https://pol.tasb.org/PolicyOnline/PolicyDetails?key=1098&code=FFH#local TabContent Any student who believes that he or she has experienced

prohibited conduct or believes that another student has experienced
108 conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District official listed in this policy. The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with the Title IX of the Education Amendments of 1972, as amended, for students:

Name: Demetrius Reed, Title IX Compliance and Investigations
Address: 690 East Lamar BLVD., Arlington TX 76011
Email: TitleIX@aisd.net
Telephone: 682-867-7479

Law Enforcement

Law enforcement officials, including School Resource Officers (SROs), may be contacted to keep or restore order at school or at school-related activities. They may also be contacted to conduct their own investigations of alleged criminal conduct on school premises or at school-related activities. Administrators, teachers, students, other district staff and adult volunteers have the ability to contact law enforcement and campus-based SROs for assistance. Law enforcement officials will determine whether students should be arrested and/or issued citations/tickets.

If a student is issued a citation/ticket for a Class C misdemeanor offense (for example, assault or disruption of class), the student and parent may be required to appear in the appropriate municipal court. If appearing in Arlington Municipal Court, a student may request and may be granted the opportunity to participate in Arlington Municipal Teen Court as an alternative to paying a court fine. The student/juvenile defendant will appear in Teen Court to state their case and to be sentenced to complete community service hours, two or more Teen Court jury terms, and/or some other creative alternative sentence to “pay” the court fine. If the juvenile defendant satisfactorily completes the sentence, the violation will be dismissed and will not remain on the juvenile’s record. For more information on Arlington Municipal Teen Court, please visit the City of Arlington website at www.arlington-tx.gov/teencourt/. More than one offense may be referred to Teen Court at the judge’s discretion. Only one citation from Municipal Court may be referred to the Teen Court Program within a two-year period.

RESPONSIBILITIES

The Arlington Independent School District strives to provide a safe, positive, and educationally-oriented environment in each of its schools. All students and their family members share a responsibility to support this goal so that all may benefit from the services provided by the district. A spirit of cooperation is a must if a quality education and effective discipline are to be a reality. The responsibilities of students, parents and the district are defined as follows:

STUDENT RESPONSIBILITIES:

1. Students of Arlington Independent School District have a responsibility to cultivate excellence in their academic and civic pursuits. This may be achieved through:

- Attending school every day and working hard to master the skills and knowledge shared by your teachers and other instructional staff;
- Arriving to all classes on time with assigned work and appropriate materials;
- Practicing self-discipline, setting individual goals, and utilizing good work habits to meet personal and educational expectations, and;
- Taking ownership of learning by engaging in extracurricular and co-curricular activities that enhance and promote academic achievement (e.g., school clubs/organizations, fine arts, UIL athletics, UIL academics, work programs and community involvement).

2. Students have a responsibility to show consideration for the physical, social, and emotional well-being of others. At a minimum, this may be demonstrated by:

- Showing respect for others and their property;
- Using kind and courteous language and refraining from making profane, insulting, threatening, or inflammatory remarks;
- Expressing opinions and ideas in a thoughtful, respectful, and civil manner, and;
- Not coming to school if you are exhibiting one or more of the exclusionary descriptors listed on the AISD Health Services Website. https://www.aisd.net/district/departments/administration/health-services/illness-guidelines-for-parents/

3. Students have a responsibility to conduct themselves in a respectful and honorable manner while at school and at all school-related activities or events. This includes:

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- Cooperating with all lawful and reasonable directives issued by school personnel;
- Establishing and maintaining effective working relationships with parents, peers, and school personnel;
- Seeking changes in school policies and regulations through approved channels in an orderly and responsible manner;
- Assuming responsibility for making choices and accepting consequences for your behaviors, and;
- Reporting inappropriate behavior to school officials in a timely manner.

4. Students have a responsibility to act in accordance with district and school expectations and procedures. This includes:

- Following all district, school, bus, and classroom expectations;
- Adhering to the school dress code;
- Complying with all safety protocols;
- Remaining in assigned areas until dismissed, and leaving when directed;
- Following all safety and discipline procedures while on the bus and/or in bus zones, using caution at all times to ensure the safety of themselves, their peers, and the bus drivers. Some examples of safe bus behavior include:
    - Standing away from roadways and vehicles while waiting for the bus;
    - Waiting in clear sight of the driver until the bus comes to a complete stop before loading or unloading;
    - Loading the bus one student at a time, taking their seat immediately, and wearing any safety equipment required for the individual student
    - Using kind, courteous, and respectful language and speaking quietly on the bus;
    - Following the directions of the bus driver and/or driver's assistant in a prompt and respectful manner.
- Reviewing and acknowledging receipt of the *Student Code of Conduct*, and seeking clarification on district and school policies as needed.

PARENT OR LEGAL GUARDIAN RESPONSIBILITIES:

1. ***Support your child's potential for lifelong success and maximize their ability to learn while at school.*** Examples of ways to support your child include but are not limited to:

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- Providing the necessities of life in the home environment, including emotional encouragement, supervision, direction, and positive acknowledgement of your child's attempts to learn new skills;
- Helping your child to learn and practice social and emotional skills that help them build and maintain positive relationships, treat staff with respect, resolve conflicts without violence, and participate effectively in instruction;
- Helping your child come to school every day on time and properly attired, and promptly notifying the school to explain any absences or tardies;
- Providing a quiet space free of distractions for your child to study at home, providing structure and positive encouragement to develop strong study habits, and helping your child participate in school tutorials as the need arises, and;
- Not sending your child to school if they meet the exclusionary guidelines listed on the AISD Health Services website https://www.aisd.net/district/departments/administration/health-services/illness-guidelines-for-parents/

2. ***Work with teachers and school and district administrators to provide a safe, positive, and educationally-oriented school environment.*** This can be achieved by:

- Maintaining regular, open communication with your child's teachers, support staff, and administrators, which includes sharing your up-to-date addresses, phone numbers, and email addresses with the school office so that you may be reached if your child has an emergency;
- Ensuring your child's safety by adhering to appropriate drop-off and pick-up times and providing appropriate identification when requested by school personnel;
- Obtaining state-required immunizations to protect your child and their peers from preventable diseases, keeping your child home when ill, and following procedures for administration of medication at school;
- Reviewing the Student Code of Conduct with your child, helping them to understand how expectations for their behavior at school is related to your expectations for their behavior at home, and signing the Student and Parent Acknowledgement Statement with your child;
- Reporting concerns of inappropriate conduct in a timely manner, and;

- Working with teachers and/or school administrators to teach your child an alternative way to handle the situation that would result in a more productive and/or positive outcome if a disciplinary incident were to occur.

3. ***Show your child that you are interested in their education and talk with their teacher(s) to learn how you can support their success.*** There are many ways to show your children that you care about their education, including:
    - Discussing work assignments and school activities with your child, and help them understand how their education and their teachers can help them achieve their goals in life;
    - Using the Parent Self-Serve online application (https://is-teams.aisd.net/selfserve/parent/) to view your child's academic progress and attendance;
    - Emailing or requesting a conference with your child's teacher(s) if you see that they are struggling with a subject;
    - Making sure your child's teachers are aware of any learning difficulties or other conditions that may impact their ability to actively participate in their school activities, and;
    - Treating teachers as your partners in your child's education. Respond positively to their attempts to communicate with you, attend conferences, and share your expertise on your child to discover strategies that will maximize their success.

SCHOOL PERSONNEL RESPONSIBILITIES:

1. ***Discover the positive qualities, academic strengths, and personal interests of each of their students, and identify how these traits can be used to maximize students' success.*** There are many ways to accomplish this, including:
    - Showing respect for students and their property;
    - Using kind and courteous language and refraining from making profane, insulting, threatening, or inflammatory remarks;
    - Expressing opinions and ideas in a thoughtful, respectful, and civil manner;
    - Taking time to talk with your student and asking about their personal interests, and;
    - Getting to know the student's family members and enlisting their expertise to support the student's academic, social, and emotional development.

2. ***Establish regular, positive communication with students and their families.*** At a minimum, this includes:

    - Communicating promptly with parents or guardians, including contacting them when there is a change in a student's performance, when an improvement is not sustained, when you have a concern about a student, or when parents inquire about their child;
    - Participating in campus activities that promote parent and/or student involvement;
    - Working collaboratively with students, parents, and other district professionals to solve problems at the classroom level, and;
    - Disseminating grading procedures and classroom expectations to students and parents at the beginning of each semester.

3. ***Teach students skills that enable them to become life-long learners.*** This includes but is not limited to:

    - Effective study habits, organization, and planning skills;
    - Emotional regulation skills to help students become receptive to learning and discipline, and;
    - Self-management skills to help students establish goals, set limits, and choose options effectively.

4. ***Conduct themselves in a respectful and honorable manner while at school and at all school-related activities or events.*** This includes:

    - Following state laws as well as district policies and regulations, and;
    - Abiding by the Code of Ethics as approved by the Texas Education Agency.

Following the expectations and regulations established by the school and district as stated in the Campus Discipline Management Plan.

How May We Assist You?

AISD is committed to providing the best service to our students, parents and community partners. The following procedure will help resolve your issues:

Step 1:

- **Bring your concern to the person closest to the problem. For example, if you have a question about something that happened in your child's classroom, start with the teacher.**

Step 2:

- **The next level will be to discuss your concern with the person who supervises the individual or department in question. In most cases, this is the principal (additional resources: assistant principal/counselor).**

Step 3:

- If you have additional concerns, we want to help you, and we ask that you work with us to resolve issues by contacting the following:

Curriculum/Grades
Chief Academic Officer 682-867-7300
Executive Director, Transformational Learning 682-867-0088
Executive Director, Teaching and Learning, 682-867-7510
Director, Special Education, 682-867-0800

School Transfers
Coordinator, PEIMS 682-867-7217

Behavior, Discipline, Attendance
Chief Operations Officer 682-867-7340
Director, Student Services 682-867-7326

Employee - Related Concerns
Assistant Superintendent, Human Resources 682-867-7433
Director, Development and Employee Relations 682-867-7290
Director of Customer Service, Human Resources, 682-867-7290

Title IX Concerns
Director, Title IX Compliance and Investigations, 682-867-7479, TitleIX@aisd.net

For additional resolution options see Board Policy FNG (Local)

FREQUENTLY ASKED QUESTIONS

Frequently Asked Questions

1. What is the *Student Code of Conduct?* Why do we have this discipline system?

The *Student Code of Conduct* is designed as a guide to promote an orderly, positive, safe and well-managed environment so that every student may receive a quality education. It is the primary job of the school district to teach students in an atmosphere that is free from disruptions or inappropriate behavior. In this atmosphere, the best learning will take place.

The *Student Code of Conduct* provides a uniform set of behavioral expectations and corrective actions for all students in all grades of the school district. Texas law requires that every school district in Texas develop a system of uniform behavioral expectations and corrective actions. The law also requires that every student and parent receive a copy of the *Student Code of Conduct.*

2. Are there different levels of misbehavior and corrective actions?

Yes. While it is desirable that students work toward the goal of appropriate behavior in the school setting, there are different levels of inappropriate behavior or misbehavior. Corrective actions are based on the nature and seriousness of the behavior.

Accordingly, the *Student Code of Conduct* is divided into four levels of misbehavior with four corresponding levels of corrective actions.

If a student breaks a Group I behavior expectation, the corrective action will come from Group I corrective actions. Groups II, III and IV misbehaviors are progressively more serious, and may therefore require more serious corrective actions. Each group has corrective actions or consequences associated with their specific level of misbehavior. The most serious misbehaviors will result in removal to an alternative education program or expulsion.

- Group I misbehaviors are the minor misbehaviors, with appropriate Group I corrective actions.
- Group II misbehaviors are more serious or persistent than Group I misbehaviors, which therefore require a corrective action from the Group II corrective actions.
- Group III misbehaviors are serious or persistent misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group 3 misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation. These more serious misbehaviors will receive Group III corrective actions.
- Group IV misbehaviors constitute serious or persistent misbehaviors or illegal acts. Group IV corrective actions are serious and are appropriately tailored to the act of misbehavior. Removal to an alternate education program will occur when a student acts in a manner that meets the criteria of Group IV noted in the *Student Code of Conduct.*

Expulsion is the most serious corrective action for acts that require such measures.

The *Student Code of Conduct* utilizes a philosophy known as “progressive discipline.”

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3. What is “progressive discipline?”

Progressive discipline describes the process of applying increasingly intensive corrective actions in proportion to the seriousness of the misbehavior. Simply explained: “The consequence fits the misbehavior.”

Progressive discipline also takes into consideration that a student may repeatedly misbehave from a lower level and may not respond positively to the corrective action for that lower level. For example, if a student repeatedly performs a Group II misbehavior and repeatedly receives a Group II corrective action but does not change their behavior, the repetitive Group II offense may automatically “progress” to become a Group III offense, requiring a more intensive corrective action.

A student who repeatedly does not respond to the appropriate corrective action for a misbehavior “progresses” to the next level of discipline.

4. Why can two students receive different corrective actions for the same act of misbehavior?

It is correct that in a system of progressive discipline, two students who have committed the same infraction may receive different corrective actions. The reason for this is that while one student may have a previous history of misbehavior, the other student may have no previous record of misbehavior.

Under the progressive discipline plan, repeated violations of the *Student Code of Conduct* at a lower level (Group I, for example) may automatically progress to a corrective action from a higher level (Group II, for example).

Every student’s behavior record and behavior progress are unique and individual. Therefore, two students who may have committed the same offense together may receive a very different corrective action.

5. Who has the authority to decide which corrective action is given to the student after an act of misbehavior?

The classroom teacher and school officials have the legal authority and responsibility to assign an appropriate corrective action for a student’s misbehavior. School officials may confer with a parent before assigning a corrective action, depending upon the severity of the behavior and possible corrective actions.

The staff of the school and the principal will utilize the guidelines set forth in the *Student Code of Conduct* to promote an orderly, safe, positive, and educational atmosphere for all students.

6. What are the responsibilities of the students, the parents, and the school staff?

Students, parents, and the staff of your school all have the responsibility to work together in cooperation to promote appropriate student behavior to ensure all students have

have a safe, positive, educationally-oriented atmosphere where every student can learn, unhindered by the inappropriate behavior of others. Moreover, the school staff has the responsibility to treat all students fairly and to select

appropriate corrective actions for each individual student when a misbehavior occurs.

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7. Why may I not know what discipline was given to another student?
Often parents become frustrated because they want to know what corrective action was given to a student other than their own child. The law prohibits school authorities from revealing student discipline information to anyone other than the minor student's parent or legal guardian.

While it may be frustrating that a school official cannot offer specifics on how another student was disciplined, parents can be assured that the other student's parents will be informed of the misbehavior, and that an appropriate action will be taken.

The confidentiality provisions of the law are in place to protect the rights of every child as an individual.

8. Explain the confidentiality of students' discipline records.
Student records are governed by a federal statute, the Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) and a state statute, the Texas Public Information Act. FERPA and the Texas Public Information Act limit access to a student's records by anyone other than the student and/or parents. However, the U.S. Secretary of Education and the Texas Education Agency are granted an exception to review student records while conducting investigations of the school district. Student records can also be released without parental consent if subpoenaed or in a health or safety emergency, or to other governmental officials authorized by FERPA.

9. How do I appeal a decision by the campus that I do not agree with?
Students and parents have a right to disagree with a decision made by the school. It should be the goal of the student, the parent, and the school staff to resolve the issue at the campus level. If the disagreement is with a teacher, it is advisable to discuss the disagreement with the teacher first. If there is no resolution, the next step is to discuss the matter with a campus administrator.

Complaints may be resolved informally. However, the district does have a formal student complaint procedure. This procedure is explained in the *Student Code of Conduct* section pertaining to student rights and responsibilities.

10. What are my child's rights in the discipline process?
A student and parent may disagree with decisions involving discipline. There are specific appeal procedures listed for assignment to a DAEP (Turning Point) and expulsions in the *Student Code of Conduct*. There are no formal appeal processes for other corrective actions such as detention, in-school suspension, up to three-day suspension, or up to a 10-day assignment to the CHOICES program. School administrators have a duty to maintain a proper educational environment and are authorized to make determinations regarding corrective actions for discipline infractions. Disagreements should be brought informally to the school principal.

11. Is a student entitled to legal or adult representation at any time other than during an expulsion hearing?

Yes, the student complaint process [Board Policy FNG (Local)] http://pol.tasb.org/Policy/Code/1098?filter=FNG allows representation at Level

One, Level Two and Level Three conferences. The AISD attorney may also be present when a student has representation.

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12. Is there a separate set of expectations for students who ride the school bus?

The behavioral expectations outlined in the Student Code of Conduct apply to the entire time a student is in a bus zone or riding a bus. Because the school bus is a unique setting where misbehavior can have a serious impact on the safety of the driver and other students, additional expectations regarding transportation procedures are identified in the Student Responsibilities pg. 9 and Transportation Procedures pg. 28. Additional instructions may be identified by the bus drivers as needed to ensure the safety of all students and the driver.

13. Does AISD have a dress code for students?

Yes, AISD has a student dress code, which was developed by a committee of students, parents, teachers, and administrators representing all school ages and grade levels. The dress code committee meets periodically to review the appropriateness of the dress code as community standards and fashions change. The dress code is designed to assist students and parents in planning wardrobes, and the ultimate goal is to support the *Student Code of Conduct* in creating an orderly and safe environment for learning.

14. What is the AISD attendance policy? How are absences excused?

Regular and punctual patterns of student attendance are essential for a student to receive the maximum benefit from their education. Regular student attendance is a component in the overall behavior program and supports the *Student Code of Conduct*.

15. How long are discipline records kept by the school?

Discipline records are kept until the end of the current school year. However, records relating to removal to a DAEP, suspension, or expulsion are retained for five years but remain confidential under the law

16. What is criminal trespass?

To promote the safety and security of students and staff, all visitors must check in at the office of all campuses. Texas Penal Code §30.05 provides that a person commits criminal trespass if he/she enters or remains on property or in a building of another without effective consent and he/she had notice that entry was forbidden or received notice to depart but failed to do so. For the purpose of this statute, “enter” means the intrusion of the entire body and “notice” means: (1) oral or written communication by the owner or someone with apparent authority to act for the owner, (2) fencing or other enclosure obviously designed to exclude intruders or to contain livestock (3) signs posted to be reasonably likely to come to the attention of the intruders indicating that entry is forbidden. Visitors posing a substantial risk of harm to any person or behaving in a manner that is disruptive or inappropriate for a school setting may be ejected or refused entry from district property.

17. What is required to receive a VOE (TEA) driver’s license form?

School enrollment and attendance are required as conditions of licensing a student to operate a motor vehicle. This requirement applies to persons under 18 years of age unless a high school diploma or its equivalent has been

obtained. (TEC 25.092, absences, states that a student must be in attendance 90 percent of the days the class is offered.) For students in grades 9-12, absences may be aggregated on the basis of a semester. Please allow the school 24 hours to complete the form for the student.

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18. What should a student do if they believe they are being bullied (including cyber bullying), sexually harassed, or is a victim of dating violence?

The student should immediately notify appropriate school personnel, which would include a classroom teacher, a counselor or an administrator of any such behaviors, in accordance with district policy FFH (Local). There is also an option to report bullying anonymously by calling Campus Crime Stoppers of Tarrant County at 817-469-8477 or on-line at www.469tips.com. See Board Policies FFH and FFI which can be found online at www.aisd.net.

19. What are Penal Code Title 5 felony offenses?

Penal Code Title 5 felony offenses include criminal homicide, kidnapping, aggravated kidnapping, false imprisonment, indecency with a child, sexual assault, aggravated assault, aggravated sexual assault, or injury to a child.

20. What does possession mean?

Possession means to:

- have contraband on one's person, in one's vehicle, in the vehicle driven by a student to/on campus, or in one's personal effects, such as a coat, purse, book bag;
- touch or handle contraband;
- have contraband under one's control;
- have contraband in one's locker; or
- be in a vehicle either as a driver or passenger with the knowledge that contraband is contained within the vehicle.

21. How does the district define use?

Use occurs when a student voluntarily introduces or attempts to introduce a prohibited substance into one's body by any means. Use can be verified if the introduction of the substance is observed or it is detectable by physical appearance, actions, breath, or speech [Board Policy FNCF] https://pol.tasb.org/Policy/Download/1098?filename=FNCF(LEGAL).pdf.

22. What are the interview procedures when a violation of the *Student Code of Conduct* is suspected?

In disciplinary situations, in addition to school discipline, there may be additional action taken by an applicable law enforcement agency. School and law enforcement procedures are separate and distinct.

- **School Procedures**

  School administrators are obligated to maintain discipline in the schools. Administrators have the right and responsibility to interview and question students without notifying parents and without one or both parents present. This would include students who are accused of conduct violations and students who witness conduct violations. This allows administrators to investigate violations of the *Student Code of Conduct*

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fully and completely. The administration may contact the parent after a student has been interviewed. Information obtained through this interview will be shared to applicable law enforcement agencies if a violation of the law is believed to have occurred.

When the student is believed to have violated a provision of the *Student Code of Conduct* that may require an assignment to DAEP, expulsion, or referral to any law enforcement agency, the administrator will make all reasonable attempts to contact the parent/guardian. Lesser violations may involve no parental contact during the investigation or administration of corrective actions. Such determination is within the discretion of the administrator.

- **Child Protective Services and Law Enforcement**
  - Child Abuse Investigation

    When a representative of the Department of Family and Protective Services or another lawful authority desires to question or interview a student at school as part of a child abuse investigation, the principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning.
  - Questioning of Students

    After completing the school procedures and in the event that a conduct violation may also constitute a criminal law violation, the administrator will contact the law enforcement officer, school resource officer, the officer assigned to the campus, or call 9-1-1. Once the law enforcement officer has cause to believe that a criminal offense has been committed, the officer will take charge of any interview or investigation. The administrator may share with the law enforcement officer what information has been acquired in the school investigation. When law enforcement officers or other lawful authorities desire to question or interview a student at school for any purpose other than a child abuse investigation, the following guidelines shall apply:

1. The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
2. The principal ordinarily shall make reasonable efforts to notify the student's parents or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, parents shall not be notified.
3. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence.

- Students taken into custody

  Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall

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verify the official's identity. To the best of their ability, the principal shall verify the official's authority to take custody of the student [see Board Policy GRA] http://pol.tasb.org/Policy/Code/1098?filter=GRA and then shall deliver over the student. The principal shall immediately notify the Superintendent and ordinarily shall notify the parents or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents at that time, the principal shall not notify the parents.

23. What is AISD's policy for student ID?

Students must follow campus guidelines for student ID found on the student dress code section

24. What are the regulations regarding campus parking and traffic?

Parking on campus is a privilege, not a right, and violators may have the privilege suspended. Student drivers and their passengers shall be cautious and observe all traffic regulations. The speed limit on school parking lots is 10 MPH. Student drivers or passengers who are found to be in any way endangering the safety of themselves or others will be subject to corrective action, which may include loss of the privilege of having a vehicle on campus. The following expectations are common to parking on any school parking lot:

- All cars parked in the lot are required to have a current parking permit
- All traffic speed limits shall be observed.
- All traffic arrows shall be observed.
- Students are not to park in reserved, handicapped or visitor parking spaces.
- No tobacco or vaping products are allowed
- No alcohol or controlled substances are allowed
- No loitering
- No weapons

Due to construction, there may be more specific expectations which apply to each campus. This information can be found in the student rules distributed at each campus.

25. What is Section 504?

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires certain needs of students with disabilities to be met.

26. What is an "impairment" as used under the Section 504 definition?

An impairment as used in Section 504 may include any disability, long term illness, or disorder that "substantially" reduces or lessens a student's ability to access learning in the educational setting because of a learning, behavior, or health-related condition. It should be emphasized that a physical or mental impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities.

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27. How does one qualify for Section 504 services?

One must have a physical or mental impairment which substantially limits one or more major life activities. .

28. What is AISD's search process?

The district has the right and the authority to search desks, lockers, book bags, vehicles in the parking lot and other items for reasons of health and safety. Persons and property may be searched based upon reasonable suspicion and/or as a part of an individual safety plan.

29. What is AISD's process for canine searches?

The district has the authority to use sniff dogs to search lockers and other parts of the building and campus property, and the areas around vehicles parked on school property. Persons may be searched based upon reasonable suspicion. [See Board Policy FNF(Local)] http://pol.tasb.org/Policy/Code/1098?filter=FNF.

30. What is AISD's policy on laser pointers?

Students are not permitted to possess or use laser pointers while on school property, while using district transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the *Student Code of Conduct*.

31. Why is my child receiving a ticket or being punished for a fight?

Self-defense is defined as use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself. The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when:

- The student provokes, invites, or encourages the use of physical force by another person.
- The student has an opportunity to avoid physical force or to inform a school official of the threatened use of force.
- The student uses physical force after the other party abandons or attempts to abandon a fight or confrontation.

When there is a report of a fight on campus between two or more students, the school administration conducts an investigation. If the investigation reveals that the students in question have engaged in mutual combat or have intentionally or knowingly fought with another in a public place, the school administrator dealing with the offense will issue a corrective action based on the investigation and other factors such as the students' disciplinary histories. The school administrator will also notify law enforcement. Law enforcement may also investigate the matter and issue citations or take other action that law enforcement deems necessary.

32. Does AISD have an additional security layer of protection for the elementary campuses?

Yes, the Security and Plant Services Departments have determined that a camera/buzzer system could provide an additional layer of protection for the elementary campuses.

- **What is a camera/buzzer system?**

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A camera/buzzer system will be installed at the main exterior entrance of each elementary, on a door already wired with an electronic card reader for the keyless entry system.

- **Will exterior doors at the elementary campuses be locked during the school day?**
  Yes, all exterior doors will be locked during the school day, and visitors will press a buzzer to request entry into the building.
- **What does the camera do, and once the visitors are in the building, where do they go?**
  A camera will project an image of the visitor to a monitor in the office, where staff will control the door. Once inside the building, visitors will be directed to check in at the office and undergo a visitor background check through the V-Soft visitor management system.

33. What is the RAPTOR system?

RAPTOR is a visitor registration system that enhances school safety by checking visitors against a sex offender database. This system alerts campus administrators if a registered sex offender is identified. It also prints visitor badges with the visitor's photograph. The V-Soft program will track visitors and volunteer hours.

- **How does it work?**
  Driver license and/or government issued ID information is captured and compared to national databases of registered sex offenders. If an RSO (registered sex offender) is identified, campus administrators and law enforcement personnel can take appropriate steps to keep the campus safe.
- **Why is Arlington ISD using this system?**
  The safety of our students is our highest priority. RAPTOR will provide a system to track visitors and volunteers while helping to identify people who may present a danger to students and staff members. The RAPTOR system quickly prints a visitor badge that includes a photograph, name of the visitor, time and date of issuance, and the visitor's destination.
- **What other information is the school taking from driver's licenses?**
  RAPTOR only captures the visitor's name, date of birth, and photograph. The information is compared with information in a national database of registered sex offenders. No other personal information is collected or utilized. RAPTOR does not share any visitor information with other companies or vendors.
- **Does the school have the right to require visitors to produce identification before entering the campus?**
  Yes. The school has the right to know who is on the campus, why they are there, and confirm that an individual has the authority to have access to a student. The school can only do this by requesting identification.
- **What if the person refuses to show identification?**
  The campus administrator will be contacted immediately. The administrator will address the individual and explain the process. Based on the situation and information given, the administrator can make a

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determination to allow entry or refuse access to the facility and/or a student. If access is granted by the administrator, the parent or guardian will be escorted by an administrator or designee while they are on campus.

- **What do I do if I do not have a driver's license or Government issued identification?**
  You will need to provide your name and date of birth. It will be manually entered into the RAPTOR system.
- **Does the RAPTOR system have the ability to program other alerts?**
  Yes. These alerts must be approved by the Assistant Superintendent of Administration.

34. Does AISD have a resource information page for parents?
Yes. Please use the following link for a variety of information for parents.
http://www.aisd.net/families/

35. If my child is enrolled in a grade level below three, can he/she be placed in out-of-school suspension?
A student who is enrolled in a grade level below grade three may not be placed in out-of-school suspension unless while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages in:

- conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code;
- conduct that contains the elements of a violent offense under Section 22.01, 22.011, 22.02, or 22.021, Penal Code; or
- selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
  - marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;
  - a dangerous drug, as defined by Chapter 483, Health and and Safety Code; or
  - an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.

36. What is a threat assessment?
The state of TX mandates that threat assessments must be conducted when students display "harmful, threatening, or violent behavior" which includes threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student.

LEVELS OF STUDENT MISBEHAVIORS AND CORRECTIVE ACTIONS

LEVELS OF STUDENT MISBEHAVIORS AND CORRECTIVE ACTIONS

General Information

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- AISD strives to provide a safe, positive, and educationally-oriented environment in each of its schools, and all students are expected to behave in a manner that supports this goal. Behaviors that disrupt the school and/or educational environment, violate the law, and/or present other health or safety risks will not be tolerated. The *Student Code of Conduct* is AISD's notification of behaviors that are not tolerated. Possible corrective actions for each level of misbehavior are provided below, but each campus's principal may consider other corrective actions as appropriate for each situation.
- AISD strives to ensure that all of its students are free from bullying, cyberbullying and harassment, including violence in students' relationships. All charges of bullying, cyberbullying, harassment, sexual harassment, and dating violence are to be taken very seriously by our students, faculty, staff, administration, and parents. We will make every effort to handle and respond to each and every charge and complaint filed by our students and employees in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all victims and all alleged offenders.
- Some offenses are serious enough to warrant an automatic assignment to a disciplinary alternative educational placement campus (a Turning Point campus) or expulsion from AISD. Refer to the sections on Misconduct That Requires DAEP Placement and Misconduct That Requires Expulsion for further information.
- Disciplinary Alternative Educational Placements (Turning Point placements) may be for 15 school days, 30 school days, 45 school days or 60 school days in most cases, and shall be determined based upon the factors listed in this code of conduct, AISD's progressive discipline plan and the specific circumstances of each case.
- For specific information regarding: (1) Personal Communication devices and other devices (cell phones, etc.); (2) use of technology and the Internet both on and off campus, and; (3) specific requirements regarding student dress code and uniforms, please review the Technology Regulations and Dress Code sections located in this Code.

Transportation Procedures

- Riding a school bus is a privilege and should be treated as such. Parents and students are responsible to arrive at the bus stop at least ten minutes before the route time to ensure student pick up. The bus driver will not wait for students to arrive at the stop, and will not stop if students are not present upon arrival. **Students may be expected to wear or present their Student ID upon boarding the bus.** Seat belts must be worn when available, and all food and class

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materials (class projects, musical instruments, etc.) must be stowed on the student's lap or underneath the student's seat, and are not allowed to take the seat of another student. Students may only board or exit the bus at their assigned stop. Any changes in the daily routine of riding a bus must be requested through the campus administration and communicated in writing to the Transportation Department. Prior to a student riding a bus other than their own, the AISD Transportation Department must have a letter from the parent signed by the principal. Requests are considered based on eligibility and case by case basis. A student who is not eligible to ride a bus in AISD cannot ride under any circumstances. If a student misses the morning bus, they should return home immediately. If a student misses the afternoon bus, they should contact school personnel immediately. **Parents are responsible for providing transportation if their child misses the bus.**

- Students must obey the bus driver's instructions, which may include but are not limited to: (1) boarding and exiting procedures; (2) remaining seated at all times and facing forwards except for boarding and exiting the bus; (3) assigned seating; (4) minimizing noise and distractions, which includes loud conversations, throwing objects in or out of the bus, and keeping all body parts and materials inside the bus at all times; (5) maintaining clear aisle ways; (6) proper stowing of all food, approved beverage containers, and class materials or projects, and; (7) refraining from bringing prohibited items such as live animals, insects, combustibles, skateboards, or footballs/ basketballs/ tennis balls/ etc. on the bus. Behavior guidelines provided in the Code of Conduct remain in effect throughout the time students are in bus zones or riding the bus.
- For students with disabilities, if transportation is a related service approved by the ARD (Admission, Review, Dismissal) committee, the principal may schedule an ARD committee meeting to discuss the infraction as related to transportation services.

Students with 504 Plans

- The discipline of students who have active 504 Plans will include the consideration of the student's Behavior Intervention Plan (BIP) when applicable.

Students with Disabilities

- The discipline of students who have disabilities will include the consideration of the student's Individualized Education Program (IEP). The discipline of students with disabilities is subject to applicable state and federal law in addition to the *Student Code of Conduct*. To the extent any conflict exists, state and/or federal law will prevail. In accordance with the Texas Education Code, a student who is enrolled in a special education program may not be disciplined in a

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manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see Definitions) until a Manifestation Determination Review has been held to review the conduct. In deciding whether to order suspension, DAEP placement or expulsion, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. A behavior improvement or intervention plan that is included in a student's IEP must be reviewed at least once per year and at times more frequently to address changes in the child's circumstances or the safety of the student or others. For more information regarding students with disabilities please click on the following link. http://www.aisd.net/district/departments/academic-services/educational-support-services/special-education/

- Corrective actions for disciplinary infractions may vary due to a number of factors. Individual campuses strive for consistency and may apply specific corrective actions for various identified behaviors. Campus site-based decision making committees annually review school-specific discipline procedures and corrective actions, and may develop a range of corrective strategies to employ prior to a corrective action. However, when deciding whether to order suspension, removal to a disciplinary alternative education program, or expulsion, all campuses shall take into consideration:
    - seriousness of the offense;
    - student's age;
    - student's grade level;
    - ability and functioning level;
    - frequency and level of prior misbehaviors/disciplinary history;
    - student's attitude, including but not limited to student's level of truthfulness during initial investigation under the specific circumstances in each case;
    - effect of the misconduct on the school environment;
    - legal/statutory requirements;
    - self-defense (see Definitions), and;
    - intent or lack of intent at time student engaged in the misconduct.
- In an effort to fully implement School-Wide Positive Behavioral Interventions and Supports, along with

Positive Behavioral Interventions and Supports

maximizing students' engagement and instructional time, each school in the Arlington Independent School District will utilize corrective strategies in Misbehavior Groups One and Two prior to referring a student to campus administration for an office discipline referral. These corrective strategies include but are not limited to:

- Remove distractions;
- Proximity control;
- Proactively prompt desired behavior;
- Increase opportunities for active participation;
- Increase use of specific praise statements;
- Increase wait time for response;
- Restorative language;
- Redirect student;
- Review/Re-Teach expectations, and;
- Provide opportunities for student to practice expected behaviors and provide descriptive feedback.

- Restorative practices: A relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Corrective actions may be provided by a Teacher or a Campus Administrator as indicated in the last column.

GROUP I MISBEHAVIORS

Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	Range of Group I Corrective Actions	
• **Disrespect** • **Disruption** • **Dress code violation** • **Misconduct** • **Non-Compliance** • **Personal transportation on campus** • **Tardiness** • **Technology violation***	➢ Misbehavior warning (verbal or written) ➢ Parent/Teacher/SEL Support Staff conference ➢ Corrective teaching interaction ➢ Apology ➢ Denial of classroom privileges ➢ Parent contact, by written message or by phone ➢ Reflective assignment ➢ In-Class discipline ➢ Teacher assigned detention ➢ Detention hall ➢ Extended school detention ➢ Lower citizenship grade ➢ Suspension of access to district electronic communication systems (including internet) ➢ Confiscation of inappropriate item	*Administrator OR Teacher*
	➢ Restorative practices ➢ Removal from bus *(by Administrator or Transportation personnel)* ➢ Confiscation of telecommunication device ➢ Any other corrective action deemed appropriate by campus administration	*Administrator*

*See SCoC Technology Regulations for additional information related to personal communication devices.

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GROUP I MISBEHAVIOR DEFINITIONS

Group I misbehaviors are low-intensity behaviors that affect the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.

Misbehavior	*Definition*
Disrespect	To act in an insulting way toward another person, not showing respect, acting rude, impolite, and offensive
Disruption	Actions or misbehaviors interrupting the educational environment (i.e., Horseplay – see *Definitions*). This includes behaviors taking place while at school, at school-sponsored events, or on the bus.
Dress code violation	Failure to abide by district or campus dress code. Corrective actions from Group II may be applied as appropriate for repeated/excessive violations.
Misconduct	Misconduct, which includes but is not limited to chewing gum, eating candy or food, not being on task, bothering other students, inappropriate or loud talking, cutting in line, throwing paper wads, note writing, sleeping, selling items for personal profit, and minor defacing of school property. This includes misbehavior on the bus, such as defacing bus property, throwing items in or out of the bus, blocking bus aisle ways, or hanging body parts or materials outside of the bus; it also includes throwing objects in the classroom, cafeteria, hallways, restrooms or campus.
Non-Compliance	Failure to abide by published district, campus or classroom expectations and procedures. This includes failure to abide by bus expectations such as remaining in seat, stowing food/drink, bringing prohibited items on bus.
Personal transportation in buildings	Riding in-line skates, skateboards, hover boards, roller skates, non-medical scooters, skate-shoes, etc. on campus
Antisemitism	Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism.
Tardiness	Arriving to school or class after the designated start time.
Technology Violation *(1st Offense)*	First violation of Administrative Regulations for Personal Communication Devices and Other Devices. The specific corrective actions identified in the Technology Regulations have been included in the range of corrective actions for Group I misbehaviors.

Corrective actions may be provided by a Teacher or a Campus Administrator as indicated in the last column.

GROUP II MISBEHAVIORS

Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	Range of Group II Corrective Actions	
• **Excessive, persistent Group I misbehaviors** • **Academic Dishonesty** • **Contraband** (incl. energy drinks) • **Deceit**	➢ Parent/Teacher/SEL Support Staff conference ➢ Behavior contract ➢ Restitution ➢ A zero may be given for academic dishonesty, including unauthorized use of artificial intelligence, on class assignments	*Administrator OR Teacher*
• **Disobedience** • **Inappropriate materials** • **Loitering** • **OTC possession** • **Leaving class/ campus** • **PDA** • **Physical branding** • **Physical aggression** • **Teasing/Taunting** • **Technology violation*** • **Trespassing** • **Truancy/ Skipping**	➢ Restorative practices ➢ Denial of privilege by administrator ➢ Time in office ➢ Class re-assignment; see *Definitions* section for additional information ➢ Removal from extra-curricular activity/activities ➢ Bus suspension ➢ 2 days In-school suspension (ISS) for technology violations ➢ Loss of privilege to have any personal communication device on campus ➢ In-school suspension ➢ Any other corrective action deemed appropriate by campus administration ➢	*Administrator*

*See SCoC Technology Regulations for additional information related to telecommunications devices.

GROUP II MISBEHAVIOR DEFINITIONS *Group II misbehaviors represent a more significant, excessive, or repeated interference with the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation.*	
Misbehavior	*Definition*
Academic Dishonesty	Engaging alone or collaborating with others to take part in dishonest or deceitful activities, including but not limited to artificial intelligence; see *Definitions* section for additional information
Contraband (including energy drinks)	Possession or consumption of Energy Drinks in the school building during the school day [Note: This does not include Sports Drinks (see Definitions)]; **OR** Possession of lasers, radios, matches, lighters or items considered as distracters to the classroom environment; see *Definitions* section for additional information
Deceit	Participating in dishonest, deceitful activities
Disobedience	Refusing to follow directions and instructions given by school personnel
Inappropriate materials	The creation, campus possession, distribution or posting of magazines, books, electronic data or printed material not appropriate for school; **OR** Drawings depicting tobacco, drugs, alcohol, gangs, guns, weapons or violent activity on self, notebook or other student materials
Loitering	Loitering, or trespassing on residential property on the way to and/or from school
OTC possession	Improper possession of over-the-counter drugs, supplements or medications
Leaving class/ campus	Leaving class/campus without school permission which includes before school and during school hours; see *Definitions* section for additional information
PDA	Public display of affection; see *Definitions* section for additional information
Physical branding	Visible tattoos or brandings depicting tobacco, drugs, alcohol, gang identifiers, guns, weapons or violent activity on self.
Physical aggression	Exhibiting unacceptable physical contact not resulting in injury (i.e., pushing)
Teasing/Taunting	Insulting, irritating, mocking or provoking others with persistent petty distraction
Technology violation (2nd and 3rd Offenses)	Second and third violations of Administrative Regulations for Personal Communication Devices and Other Devices
Trespassing	Unauthorized access of the campus and/or school, or prohibited areas of the campus and/or school; excludes “Criminal Trespass.” See the *Definitions* section for additional information.
Truancy/ Skipping	Violation of the Attendance Policy – unexcused absences and tardies

Corrective actions may be provided by a Campus Administrator as indicated in the last column.

GROUP III MISBEHAVIORS

Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan.

Behaviors	Range of Group III Corrective Actions	
• **Excessive, persistent Group II misbehaviors** • **Abusive language** • **Boxing** • **Conspiracy** • **Defiance** • **Fighting** • **Gambling** • **Discrimination** • **Harassment** • **Hazing** • **Igniting** • **Illegal software** • **Inappropriate Touching** • **OTC Use/ Distribution** • Pantsing (no exposure of private parts) • **Posturing** • **Potential weapon** • **Propaganda** • **Sexual harassment** • **Tampering** • **Technology violation*** • **Theft <50** • **Threatening** • **Tobacco/Nicotine**	➢ Parent/Administrator/SELSupport Staff conference ➢ Peer mediation ➢ Loss of privilege to have any personal communication device on campus ➢ Assignment to CHOICES ➢ Suspension ➢ Emergency removal from school ➢ Out of school suspension ➢ Referral to law enforcement agencies ➢ Restorative practices ➢ Any other corrective action deemed appropriate by campus administration and approved by Student Services	*Administrator*

*See SCoC Technology Regulations for additional information related to personal communication devices.

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GROUP III MISBEHAVIOR DEFINITIONS

Group III misbehaviors are serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' health or safety, and/or cause damage to property. Group III misbehaviors significantly interrupt the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation.

Misbehavior	*Definition*
Abusive language	Profane language and/or derogatory statements; see *Definitions* section for additional information
Boxing	Slap boxing/Sparring; see *Definitions* section for additional information
Conspiracy	Planning a fight or assault while on campus that occurs off-campus; see the *Definitions* section for more information
Defiance	Defiance of authority of all school personnel, serious acts of disobedience or disorderly conduct, or refusal to be screened during a random metal detector search; see the *Definitions* section for more information
Fighting	Mutual combat between students that results in physical contact and/or bodily injury; see *Definitions* section for additional information
Gambling	An agreement between two or more persons that a sum of money or other valuable thing may be won or lost; see *Definitions section for additional information*
Discrimination	Statements or acts demeaning to a person's race, gender, gender identity, color, national origin, religion, sexual orientation or ethnicity
Harassment	Repeated threats to cause harm or bodily injury to another student, engaging in intimidating conduct; see *Definitions section for additional information*
Hazing	An act against a student that endangers the mental or physical health or safety of a student for the purpose of being initiated into or affiliating with an organization; see *Definitions* section for additional information
Igniting	Unauthorized use of fire, flame, or combustibles
Illegal software	Installing unauthorized software on district computer equipment
Inappropriate Touching	Any intentional physical contact that could be deemed sexual in nature
OTC Use/ Distribution	Intentional misuse/abuse or distribution of over-the-counter drugs, supplements or medication
Pantsing (no exposure of private parts)	The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants) without consent, typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing in fraternities. Consequences: While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result in school suspension or disciplinary actions, as it is increasingly treated as a serious bullying offense.
Posturing	Obscene, offensive, and/or threatening gestures or actions
Potential weapon	Possession of any object, which could be used for the purpose of a weapon or improvised weapon; see *Definitions* section for additional information
Propaganda	Using the electronic communication network for commercial or political purposes
Sexual harassment	Repeated sexual harassment that may or may not include physical contact; see *Definitions* section for additional information
Tampering	Tampering with computer hardware or software, leading to the disrupting of the learning environment
Technology violation (4^{th} Offense)	Fourth violation of Administrative Regulations for Personal Communication Devices and Other Devices

Theft < $50	Theft of up to $50; see *Definitions* section for additional information
Threat(s) to students	An expression of intention of warning that one will inflict harm, evil, injury or damage
Tobacco/Nicotine	Possessing, smoking or using tobacco/nicotine products

Corrective actions may be provided by a Campus Administrator as indicated in the last column.

GROUP IV MISBEHAVIORS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Group IV misbehaviors and potential corrective actions continue on the next page.

Behaviors	Range of Group IV Corrective Actions	
• **Excessive, persistent Group III misbehaviors** • **Aerosols** • **Alcohol** • **Arson** • **Artificial Intelligence** • **Assault** • **BB/Stun Gun** • **Blocking** • **Bullying** • **Cyber bullying** • **Dating violence** • **Doxing** • **Drugs** • **E-Cigarettes** • **Encouraging a student to die by suicide** • **Encroachment** • **Explosives** • **Extortion** • **Fire equipment** • **Gang activity** • **Gang ID** • **Graffiti** • **Group disobedience**	➢ Parent/ Administrator/ Teacher/ SEL Support Staff/Student conference ➢ Campus reassignment; see *Definitions* section for additional information ➢ Assignment to CHOICES ➢ Disciplinary alternative education school/Turning Point school ➢ Expulsion ➢ Restorative practices ➢ Any other corrective action deemed appropriate by campus administration and approved by Student Services	*Administrator*

• **Hazing (criminal offense)** • **Hit list** • **Illegal Drugs** • **Inciting Others** • **Indecent Assault** • **Indecent exposure**		

*See SCoC Technology Regulations for additional information related to personal communication devices.

Corrective actions may be provided by a Campus Administrator as indicated in the last column

GROUP IV MISBEHAVIORS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Corrective actions for this class of behaviors include but are not limited to one or more of the following in accordance with the school's progressive discipline plan. Group IV misbehaviors and potential corrective actions are also listed on the prior page.

Behaviors	Range of Group IV Corrective Actions	
• **Instigate** • **Knife** • **Look alike weapon** • Pantsing (with exposure of body parts) • **Paraphernalia** • **Pepper spray** • **Piercings** • **Pornography** • **Prohibited weapon** • **Propped doors** • **Sexual coercion** • **Sexual conduct** • **Sexual harassment (contact)** • **Short barrel firearm** • **Software piracy** • **Solicitation** • **Stalking** • **Stink bomb** • **Technology vandalism** • **Technology violation*** • **Terroristic threat**	➢ Parent/ Administrator/Teacher/SEL Support Staff/ Student conference ➢ Campus reassignment; see *Definitions* section for additional information ➢ Assignment to CHOICES ➢ Disciplinary alternative education school/Turning Point school ➢ Expulsion ➢ Restorative practices ➢ Any other corrective action deemed appropriate by campus administration and approved by Student Services	*Administrator*

• **Theft > $50** • **Threats to staff** • **Threatening to use firearm** • **Unauthorized entry** • **Vandalism** • **Weapon**		

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*See SCoC Technology Regulations for additional information related to Personal Communication devices.

-- End of Group IV Misbehaviors –

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the next page.

Misbehavior	*Definition*
Aerosols	Using aerosols improperly
Alcohol	Possessing, using, selling or being under the influence of alcohol at any school-related or school-sponsored activity on or off school property; see *Definitions* section for additional information
Arson	A crime that involves starting a fire or causing an explosion with intent to destroy or damage; see *Definitions* section for additional information
Artificial Intelligence	Utilizing artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.
Assault	Engaging in an assault; see *Definitions* section for additional information
BB/Stun Gun	Possessing or using weapons including but not limited to stun guns, BB guns, or bullets/ammunition (The possession of a starter pistol is an expellable offense.)
Blocking	Blocking any building entrance, exit or passageway
Bullying	Bullying others; see *Definitions* section for additional information
Cyber bullying	Possessing, using, or distributing electronic or published material which threatens others or incites others to violence, including possessing, using or distributing such material on **any electronic device;** see *Definitions* section for more information
Dating violence	Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal or emotional abuse to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship; see *Definitions* section for more information
Drugs	Possessing, using, selling or being under the influence (see *Definitions*) of a controlled substance or look-alike controlled substance on or off school property; see *Definitions* section for additional information
Doxing	The action or process of searching for and publishing private or identifying information about a particular individual on the internet, typically with malicious intent.
E-Cigarettes	A consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other similar device
Encouraging a student to die by suicide	Engages in bullying that encourages a student to commit or attempt to die by suicide
Encroachment	Unauthorized access of areas of the campus, including areas which are prohibited by gender

Explosives	Possessing or using fireworks or other explosive devices (The possession of some explosive devices are expellable offenses.)
Extortion	Engaging in extortion or blackmail
Fire equipment	Tampering or setting off a fire alarm and/or fire extinguisher
Gang activity	Activities relating to unapproved organizations (gangs, fraternities, sororities or secret societies); see *Definitions* section for additional information

-- Group IV Misbehaviors continued on next page –

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the prior page.

Misbehavior	*Definition*
Gang ID	Engaging in or identifying with gangs and gang activity (see additional information under Gangs, Secret Societies, Sororities or Fraternities); see *Definitions* section for additional information
Graffiti	Defacing property with graffiti; see *Definitions* section for additional information
Group disobedience	Rioting, group disobedience or disturbance
Hazing (criminal offense	Engages, solicits, encourages, directs, aids, or attempts to aid another in hazing, recklessly permits hazing to occur, having firsthand knowledge or details of hazing: see *Definitions* section for additional information
Hit list	Hit lists targeting school personnel and/or students; see *Definitions* section for additional information
Illegal drugs	Unlawful possession, use, distribution or intentional misuse of a dangerous drug; see *Definitions* section for additional information
Inciting Others	Acts that cause a significant disruption or cause others to disrupt
Indecent Assault	Actions taken without the consent of the other person which are to gratify the sexual desire of any person; see *Definitions* section for additional information
Indecent exposure	Intentional exposure of private body parts (mooning, flashing, etc.)
Instigate	Instigating others; see *Definitions* section for additional information
Knife	Possessing knives not meeting the Penal Code definition of "location restricted knife" (Penal Code §46.01); see *Definitions* section for additional information
Look-Alike Weapon	Possessing or using a duplicate weapon as an authentic weapon
Pantsing (with exposure of body parts)	The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants) without consent, typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing in fraternities. Consequences: While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result in school suspension or disciplinary actions, as it is increasingly treated as a serious bullying offense.
Paraphernalia	Possessing or using drug paraphernalia; see *Definitions* section for additional information

Pepper spray	Possessing or using pepper spray, mace
Piercings	Body Piercing & Tattoos by other students at school is a dangerous, prohibited activity that can result in serious health risks, such as infections and bloodborne pathogen transmission. Students often use unsafe, improvised tools like sewing needles, leading to infections. This behavior is generally treated as a high-level infraction, potentially possession of prohibited items, and may involve police.
Pornography	Possessing, using or distributing electronic or published material that is pornographic or obscene (for example, Sexting - see Definitions), including possessing, using or distributing such material on **any personal communication device;** see *Definitions* section for additional information
Prohibited Weapon	As defined by the Texas Penal Code §46.05 and also means any object that is used or intended to be used as a weapon to inflict pain or injury upon another.
Propped Doors	Intentionally using an object or device like a wedge, doorstop, or even furniture so they don't close automatically; see *Definitions* section for additional information
Sexual coercion	Threatening to commit certain offenses unless the victim agrees to give actor intimate visual material, perform a sexual act, or give the actor money.
Sexual conduct	Engaging in sexual conduct; see *Definitions* section for additional information
Sexual harassment (contact	Repeated sexual harassment that includes physical contact; see *Definitions* section for additional information

-- Group IV Misbehaviors continued on next page –

GROUP IV MISBEHAVIOR DEFINITIONS

Group IV misbehaviors are the most serious misbehaviors representing disruptions to the learning environment that may also present a danger to individuals' lives, and/or serious property damage. Group IV misbehaviors create serious disturbances in the orderly operation of classrooms, school functions, extracurricular/co-curricular programs, or approved transportation, and may result in police involvement. Group IV misbehavior definitions are also listed on the prior page.

Misbehavior	*Definition*
Short barrel firearm	A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches. It also includes any weapon made from a shotgun or rifle that has an overall length of less than 26 inches.
Software piracy	Violating copyright laws regarding computer software
Solicitation	Solicitation of immoral or illegal acts
Stalking	To engage in the unwelcomed pursuit of someone; see *Definitions* section for additional information
Stink bomb	Possessing or using stink bombs
Technology vandalism	Violation of the AISD Technology Policy; See SCoC Technology Regulations for additional information related to personal communication devices.
Technology violation (5th Offense)	Fifth violation of Administrative Regulations for Personal Communication Devices and Other Devices; See SCoC Technology Regulations for additional information related to personal communication devices.

Terroristic threat	A threat of violence to any person or property with the intent to cause a reaction by an official or volunteer to deal with emergencies, prevent or interrupt the occupation or use of a building, place others in fear of serious bodily injury, or impair or influence activities of the government or school district; see *Definitions* section for additional information.
Theft > $50	Theft over $50, robbery or burglary; see *Definitions* section for additional information.
Threats to staff	Threats or assaultive behavior toward school personnel; see *Definitions* section for additional information.
Threatening to use a firearm	If in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally, threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus and was in possession of or has immediate access to the firearm or threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus.
Unauthorized Entry	Knowingly or intentionally enters into a district facility without going through an officially-designated entry point; see *Definitions* section for additional information.
Vandalism	Vandalism (criminal mischief as defined by Penal Code §28.03) Students may be subject to criminal penalties. If damage exceeds $1,500, it is an expellable offense; see *Definitions* section for additional information.
Weapon	An object, instrument, substance, or device used for inflicting bodily harm or physical damage.

-- End of Group IV Misbehaviors –

In School Suspension, Out-of-School Suspension, Choices, Information

In School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

(See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.)

Process

143 Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

- Self-defense see *Definitions* section:
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom.
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

State law allows a student to be assigned to out-of-school suspension for no more than three school days per behavior violation, with no limit on the

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number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

CHOICES

A short-term, supervised, academically non-punitive disciplinary alternative education program where a student is given classroom assignments to the extent that is possible (elementary, junior high and high school students). **Transportation is not provided**

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Disciplinary Alternative Education Program (DAEP) Placement

Misconduct That May Result in Disciplinary Alternative Education Program (DAEP) Placement

Persistent and serious misbehavior – A student who violates the *Student Code of Conduct* by committing serious offenses on a repetitive basis may be assigned to an alternative education program.

Serious violations of the *Student Code of Conduct*, which affect the orderly environment of the school.

Misconduct Identified in State Law

The AISD is committed to keeping schools free from threats or harmful influence of groups or gangs that advocate disruptive and/or criminal behavior. A student may be placed in a DAEP for the following:

- Involvement in a public fraternity, sorority, or secret society, including participation as a member of a public school fraternity, sorority, secret society, or gang. (See Definitions)
- Involvement in criminal gang activity. (See Definitions)
- Criminal mischief, not punishable as a felony

In accordance with state law, a student may be removed from class and placed in a disciplinary alternative education program based on

conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- The Superintendent or the Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense OTHER than those defined in Title 5, Penal Code (See Definitions); and

- The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the education process.

Misconduct That Requires Disciplinary Alternative Education Program (DAEP) Placement

A student shall be removed from class and placed in an alternative education program if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school; (See Definitions)
- Commits the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off of school property:
  - Engages in conduct punishable as a felony
  - Engages in conduct that contains the elements of the offense of assault under Texas Penal Code §22.01(a)(1)
  - Except as provided by Education Code 37.007(a)(3), sells, gives or delivers to another person, or possesses, uses or is under the influence of a controlled substance (as defined by Chapter 481, Health and Safety Code or by 21 U.S.C. §801 et seq.) or a dangerous drug (as defined by Chapter 483, Health and Safety Code) in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.)
  - Possesses, uses, or is under the influence of, or sells, gives, or delivers to another person marihuana, as defined by Section 481.002, Health and Safety Code, or tetrahydrocannabinol, as defined by rule adopted under Section 481.003 of that code.
  - Sells, gives, or delivers to another person an e-cigarette or nicotine delivery product, as defined by Section 161.081, Health and Safety Code.
  - Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
  - Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
  - Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who

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possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See

- First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.
- Sells, gives or delivers to another person an alcoholic beverage, as defined by §1.04, Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
- Engages in conduct that contains the elements of an offense relating to abusable volatile chemicals under §485.031 through §485.034, Health and Safety Code
- Engages in conduct that contains the elements of the offense of public lewdness under §21.07, Penal Code, or indecent exposure under §21.08, Penal Code
- Engages in conduct on or off school property that contains the elements of the offense of harassment under §36.06, Penal Code, against any school employee or volunteer.
- Engages in expellable conduct and is between six and nine years of age
- Commits a federal firearm violation and is younger that six years of age
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.
- Engages in conduct punishable as a felony listed under Title 5 (see Definitions) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

  A. The student receives deferred prosecution (See Definitions), or

  B. A court or jury finds that the student has engaged in delinquent conduct (See Definitions), or

  C. The Superintendent or the Superintendent's designee has a reasonable belief (See Definitions) that the student has engaged in the conduct.

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

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- A felony offense under Title 5;
- The offense of deadly conduct under Section 22.05;
- The felony offense of aggravated robbery under Section 29.03;
- The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
- The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the Board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Process and Length of Placement

A student may be removed to a DAEP for a term to be determined by the assistant principal. If the removal of a student to a DAEP is for a term longer than ten (10) days that extends beyond a grading period, the student and parent are entitled to notice of and participation in a proceeding before the assistant principal. This procedure is set out in the section on Student Complaint and Appeal Process for Off Campus Placement.

Within three days after the conference in which a student is assigned to a DAEP for reasons set out in §37.006, expelled or expelled from a DAEP for serious persistent misbehavior, the district shall send a notice of the removal or expulsion to the juvenile court.

Before a student can be placed in a DAEP beyond the end of the school year, the principal must determine:

- That the student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or to another individual, or
- That the student has engaged in serious or persistent misbehavior that violates the *Student Code of Conduct.*

Placement Review

After placement in the DAEP, a minimum three weeks review of the student's status may be held. A representative of the DAEP and the student and parent shall discuss the student's progress. The student or parent may give information as to whether the student could be returned to the regular campus. A decision is final until the next six-week review interval. If the student is in high school, the student's progress toward

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graduation requirements will be reviewed. A specific graduation plan will be established.

In the case of referral to the DAEPs for alcohol/drug offenses (under the influence, in possession of an illegal substance or identified paraphernalia), the student may, under certain circumstances, also be eligible for a minimum three weeks review if all the terms of the Alcohol/Drug Agreement are met. The purpose of this Agreement is to allow students to receive needed counseling and allow all students who violate the drug and alcohol policy to complete a minimum three weeks counseling. Further, this opportunity is offered only one time per level, that is, once in elementary school, once in junior high school and once in high school. If a subsequent violation occurs at any level, this Agreement will not be offered, but counseling will still be provided. Participation and completion of a minimum three weekly sessions after a first violation may enable a student to return to home campus before completing the entire length of the Alternative Education assignment (generally for the remainder of the semester). The counseling program must be completed in its entirety if a student wishes to be considered for a minimum three weeks review by the administration and faculty of Turning Point at each particular educational level.

However, students who *sell* or *give* alcohol or drugs, controlled substances, or dangerous drugs to another person or *deliver* drugs, controlled substances and/or dangerous drugs are subject to discretionary expulsion and are not eligible for the above Counseling Agreement but are, if admitted to the DAEP, eligible for counseling without a minimum three weeks review.

Teacher Removals

If a student has been removed to the DAEP under the teacher removal provisions, the student may not be returned to that teacher's class without that teacher's approval unless the return is advised by the campus three-member placement review committee.

Restrictions During Placement

While assigned to a DAEP, the student is not allowed to appear on or within 300 feet of any other school campus, district property or at any extracurricular activity.

If assigned to DAEP, students may not participate in school related activities while serving the assignment.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the Board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate

administrator may enter an additional corrective action as a result of those proceedings.

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Notice of Criminal Proceedings

The office of the prosecuting attorney will notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses or possession of a weapon, and:

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see Definitions), or deferred prosecution will be initiated; or
- The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

Within three class days from receipt of the notice, the Superintendent or designee shall schedule a review of the student's placement in a DAEP. The student and parent or guardian shall be invited to attend the review. The student shall not be returned to a regular campus pending the review. If the Superintendent or designee has reason to believe the student's presence at a regular campus would threaten the safety of other students or teachers, the student's placement may be continued in the DAEP.

The parent or student may appeal the Superintendent's decision to continue the DAEP placement to the Board of Trustees. At the next regular Board meeting, the student, parent and the Superintendent or designee may present information about the continued DAEP placement. If the Board of Trustees confirms the Superintendent's decision, the student and parent may appeal to the Commissioner of Education. The student will remain in the DAEP placement pending any appeal.

Newly Enrolled Students

If a student seeks to transfer into AISD from a private school, another public school or any other facility that provides educational services, the District reserves the right to determine the appropriate placement for that student. If the student is facing possible corrective action, then AISD can continue the process and place the student in a disciplinary setting.

If the transfer occurs before, during or after procedures for corrective action have been initiated by the sending facility, the AISD administration is authorized to hold a due process conference to consider:

- Placing the student in a DAEP for a DAEP removable offense; or
- Expelling the student to JJAEP for an expellable offense, even if the sending facility has not completed the disciplinary process for the alleged misconduct.

If the sending facility has determined that corrective action is appropriate, then AISD is not required to hold another due process conference. If however, the sending facility has completed the disciplinary process and

determined that no corrective action was warranted, then AISD will not take any corrective action against the student.

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Emergency Placement Procedure

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Not later than the 10th day after the date of the placement, the student will be given the appropriate conference required for assignment to a DAEP.

Expulsion

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A student may be expelled for:

Misconduct That May Result in Expulsion

Any Location

- Engaging in the following, no matter where it takes place:
  - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school Employee or volunteer, and;
  - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
  - Assault of an employee or volunteer
  - Aggravated assault;
  - Sexual assault;
  - Aggravated sexual assault;
  - Murder;
  - Capital murder;
  - Criminal attempt to commit murder or capital murder, and;
  - Aggravated robbery.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

- Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Selling, giving or delivering to another person, or possessing, using or being under the influence of marijuana, or a controlled substance or a dangerous drug, unless the conduct is punishable as a felony, if the conduct is not punishable as a felony
  - Selling, giving or delivering to another person, or possessing, using or being under the influence of alcohol, or committing a serious act or offense while under the influence of alcohol.
  - Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals
  - Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer
  - Engaging in deadly conduct (See Definitions)

Within 300 Feet of School

- Engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:
    - Aggravated assault, sexual assault, or aggravated sexual assault;
    - Arson;
    - Murder, capital murder, or criminal attempt to commit murder or capital murder;
    - Indecency with a child, aggravated kidnapping, manslaughter, criminal negligent homicide, or aggravated robbery;
    - Continuous sexual abuse of a young child or children;
    - Felony drug or alcohol related offense, and;
    - Use, exhibition, or possession of a firearm (as defined by state law), a location restricted knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

- Committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

- Engaging in serious misbehavior (see Definitions) that violates the district's Code, while placed in a DAEP.

Misconduct That Requires Expulsion

A student must be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Federal Law

- Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes:
    - Any weapon (including a starter gun) that will, is designed to or may readily be converted to expel a projectile by the action of an explosive;
    - The frame or receiver of any such weapon;
    - Any firearm muffler or firearm weapon, and;
    - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Texas Penal Code

- Using, exhibiting or possessing the following, as defined by the Texas Penal Code:
    - A firearm (any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use);

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- A location restricted knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto and poniard; bowie knife; sword; or spear;
- A club (see Definitions) such as an instrument specially designed, made or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, billy, nightstick, mace and tomahawk, and;
- A prohibited weapon, such as an explosive weapon, a machine gun, a firearm silencer, armor-piercing ammunition, a chemical dispensing device, tire deflation device or a zip gun. (See *Definitions*)

- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
  - Aggravated assault, sexual assault or aggravated sexual assault;
  - Arson; (See Definitions)
  - Murder, capital murder or criminal attempt to commit murder or capital murder;
  - Indecency with a child;
  - Kidnapping or Aggravated kidnapping;
  - Burglary, robbery, or aggravated robbery;
  - Manslaughter;
  - Criminally negligent homicide;
  - Continuous sexual abuse of a young child or children, and;
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.

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- If an in-person spot becomes available, the school should plan the student's return to in-person learning.

If continued virtual placement is appropriate, the school must document the decision.HB 6 adds a virtual expulsion program if the juvenile justice alternative education program (JJAEP) rejects or releases the student early, or the school district is in a county without a JJAEP and doesn't contract with one in another county.

Consideration of Virtual Education as Alternative to Expulsion
Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full- time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e). SB 569 sets out the consideration for virtual education as an alternative option to expulsion.

Under Age Ten

When a student under the age of 10 engages in behavior that is expellable behavior, the student will not be expelled but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

The specific process for expulsion hearings is set out in the section on Student Complaint and Appeal Process for Off Campus Placement.

Length of Expulsion

Any student expelled to the Juvenile Justice Alternative Education Program (JJAEP) will be expelled for a term of 90 successful days. The 90 successful day placement will be determined by the discretion of the JJAEP administrators.

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees, or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

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If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the Board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the Board may issue an additional corrective action as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

Newly Enrolled Students

The district will continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- The out-of-state district provides the district with a copy of the expulsion order, and;
- The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

- The student is a threat to the safety of other students or district employees, or;
- Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and

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placed in either DAEP or JJAEP if the Board or its designee makes certain findings and the following circumstances exist in relation to a felony offense under Title 5 (see Definitions) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as a
- Title 5 felony offense,
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5 felony offense,
- Have been charged with engaging in conduct defined as a Title 5 felony offense,
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as a Title 5 felony offense, or
- Have received probation or deferred adjudication or have been arrested for, charged with or convicted of a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred;
- The location at which the conduct occurred;
- Whether the conduct occurred while the student was enrolled in the district, or;
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the Board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interest of the district's students.

Any decision of the Board or the Board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

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A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Placement and/or Expulsion for Certain Serious Offenses

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific corrective actions.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision or parole, the placement will be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the Board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers;
- Will be detrimental to the educational process, or;
- Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee will recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the Board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the IEP committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the Board or its designee, the student and the

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student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the Board or its designee under this section is final and may not be appealed.

Weapon-Free School Zones

The Texas Penal Code extends the penalties for possession of a weapon on school property to "any grounds or building on which an activity sponsored by a school or education institution is being conducted." The Texas Penal Code also increases punishment for an offense involving a weapon if it is shown that the individual committed the offense in a place that the person knew was within 300 feet of the school premises; or a college or university; on a school bus; or on premises where an official school function, a UIL activity or a school-sponsored extracurricular activity is taking place.

Removal by a Teacher (Texas Education Code, Chapter 37.002)

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

A teacher may initiate a formal removal from class if:

- A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
- A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
- A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

A teacher, CBC, or other appropriate administrator shall notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons,

the procedures in the subsequent sections on DAEP or expulsion shall be followed.

- A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.
- A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

STUDENT
DRESS CODE

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STUDENT DRESS CODE

All students are expected to adhere to common practices of modesty, cleanliness and neatness; to dress in a respectful manner within the acceptable standards of the community and in such a manner as to contribute to the academic atmosphere, not detract from it.

Administrators, teachers, and other school personnel share responsibility for enforcing the student dress code and shall follow campus procedures for discipline referrals regarding dress code violations. However, students and their parents have primary responsibility for ensuring that students adhere to the dress code.

Considerations other than those specifically discussed in this dress code will be determined by school administrators. The school administration shall have the right to consider any current fashion to determine its acceptability for school wear.

Clarification regarding apparel should be obtained **prior to wearing it to school**; this can be obtained from school administration. Students in violation of this policy may be subject to corrective action, including suspension, as determined by the school's administration.

Some campuses have implemented a uniform requirement pursuant to AISD Board policy FNCA (Local). Parents and students should check with the campus to confirm whether uniforms are required. You may obtain a copy of the AISD Board policy FNCA (Local) from a campus administrator or review it on the internet at www.aisd.net/board and click on Board Policy.

Expectations for Student Dress

1. Obscene or Offensive Apparel

   A. Any clothing, jewelry, accessories, or paraphernalia that may be considered obscene or offensive are not to be worn to school or to school-sponsored events. This includes any clothing, jewelry, accessories, or paraphernalia associated with gangs, drugs, sex, tobacco, or alcoholic beverages. Students may not possess or wear accessories that may be used as weapons.

   B. Transparent and/or see-through material is considered unacceptable, unless worn over another article of clothing that meets dress code.

2. Shirts and Blouses

   Shirts/tops must touch the waist of pants/skirts, as measured when the student is standing.

3. Dresses, Shorts, Skirts, Skorts

   A. The length of dresses, shorts, skirts, or skorts must be no shorter than the tip of the longest finger when the student's hand is fully extended down the side of the student's leg. Because the

appropriate length of clothing may vary between students, administrators retain the discretion to request that a student change clothes.

B. When measuring skirts, dresses, or skorts that have slits, the length will be determined by measuring from the top of the slit.

4. Pajamas

Students may not wear pajamas, sleepwear, or lounge wear except as may be permitted in advance by campus administration, such as for pajama-themed spirit days. Any sleepwear worn for such events must comply with all other dress code requirements.

5. Sagging Pants

Students shall wear their trousers or overalls properly at the waist. No sagging.

6. Accessories

A. Students must wear shoes at all times; house shoes and slippers are prohibited. Students participating in physical education class and/or athletics shall wear athletic footwear that is closed at the toe and heel and must be laced and/or velcroed to participate. Sliders are prohibited

B. Head coverings may not be worn without prior approval of campus administration.

C. Students may request accommodations to the dress code for religious or medical reasons from campus administration.

D. Proper undergarments should be worn but not visible.

E. Heavy chains or spiked jewelry are unacceptable.

F. Campus administration will determine the appropriateness of all piercings, gauging, and mouth “grillz.”

7. Identification Badges

All high school and junior high school students shall wear their AISD-issued student identification badges or temporary badges at all times while on a school campus or attending a school-related extracurricular activity. Badges must be visible to AISD employees at all times. Badges cannot be worn underneath clothing and cannot be carried in a student’s pocket, backpack, bag, purse, etc.

Any AISD campus that desires to implement a variance from the above listed ID policy must seek written approval by submitting a written request to Student Services.

TECHNOLOGY REGULATION

TECHNOLOGY REGULATION

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Internet Safety and Acceptable Use Guidelines for Technology Resources

The following information is provided so that students, parents and staff are aware of responsibilities involved in the efficient, ethical and legal use of technology resources.

Each student will be required to adhere to all district policies and to *Internet Safety and Acceptable Use Guidelines* in order to be granted access to district technology resources.

District technology resources include, but are not limited to, the district's network (including the wireless network), servers, computers, mobile technologies, peripherals, hardware, software, applications, databases, online resources, Internet access, email and any other technology designated for use by students, including all new technologies as they become available.

Access to district technology resources is a privilege, not a right. By accessing the district network and/or related systems all users acknowledge, understand, and agree to the administrative regulations governing the use of district technology resources, and allow monitoring of technology use and compliance with all regulations and guidelines.

Access to the district technology resources, including the Internet, shall be made available to students for instructional and administrative purposes and in accordance with administrative regulations.

Noncompliance may result in suspension of access or termination of privileges and other corrective action consistent with district policies.

District email and other uses of the district technology resources by students are not private and may be monitored at any time by designated district staff to ensure appropriate use.

Consent Requirements

Copyrighted software or data may not be placed on any system connected to the district's system without permission from the holder of the copyright. Only the copyright owner, or an individual the owner specifically authorizes, may upload copyrighted material to the system.

No original work created by any district student will be posted on a Web page under the district's control unless the district has received written consent from the student (and the student's parent if the student is a minor) who created the work.

No personally identifiable information about a district student will be posted on a Web page under the district's control unless the district has received written consent from the student's parent. An exception may be made for "directory information" as allowed by the Family Educational Rights and Privacy Act and district policy.

Filtering
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Internet access shall be made available to students for instructional purposes. The district utilizes an internet filtering system that blocks access to content that is obscene, pornographic, inappropriate for students, or harmful to minors as defined by the federal Children's Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA. No Internet filter is flawless, so teachers will demonstrate active monitoring when using technology in class. Students who deliberately attempt to bypass or circumvent the filter to access inappropriate content will be addressed using standard disciplinary procedures in compliance with district policy, the Student Code of Conduct, the Acceptable Use Policy, and campus disciplinary procedures.

System Access

Access to district technology resources will be governed as follows:

- Students in all grades will be granted access to the district's system as appropriate. Students may be assigned individual accounts.
- Any system user identified as a security risk or as having violated the District AUP and/or campus technology guidelines may be denied access to some or all district technology resources

Individual User Responsibilities

The following standards will apply to all users of district technology resources:

- The individual in whose name a system account is issued will be responsible at all times for its proper use.
- District technology may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy or guidelines.
- Students may not disable, or attempt to disable, a filtering device on the district's electronic communications system.
- Communications may not be encrypted so as to avoid security review by system administrators.
- System users may not use another person's system account without written permission from the campus or district administrator as appropriate.
- Students may not distribute personal information about themselves or others by means of district technology resources unless instructed to do so by an administrator, counselor, librarian or teacher for instructional purposes. This includes, but is not limited to, personal addresses and telephone numbers.
- Students should never make appointments to meet people whom they meet online and should report to a teacher or administrator if they receive any request for such a meeting.
- Students may not use the network for financial or commercial gain, advertising, or political lobbying.
- Students may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee.

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Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, district policy and administrative regulations.

- Students should avoid actions that are likely to increase the risk of introducing viruses to the system, such as opening e-mail messages from unknown senders and loading data from unprotected computers.
- Students may not send or post messages that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, reveals personally identifiable information (Doxing), or that are illegal.
- Students should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the district or school, whether or not that was the user's intention.
- Students are expected to use district technology resources for educational or school-related purposes only, unless approved by district staff.
- Students may not gain or attempt to gain unauthorized access to resources, information, or media.
- Students who identify or know about a security problem are expected to convey the details to a teacher, administrator, or district employee without revealing the information to other students.

Vandalism

Any malicious attempt to alter, harm or destroy district equipment, data, the data of another user of the district's system, or of any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of district policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate corrective actions.

Forgery Prohibited

Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users, to deliberately interfere with the ability of other system users to send/receive electronic mail, or to use another person's user ID and/or password is prohibited.

Information Content

System users and parents of students with access to the district's system should be aware that, despite the district's use of technology protection measures as required by law, use of the system may provide access to other district technology resources in the global electronic network that may contain inaccurate and/or objectionable material.

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A student who gains access to such material is expected to discontinue the access and/or use as quickly as possible and report the incident to the supervising teacher, administrator, or district employee.

Students are expected to observe the basic principles of digital etiquette, including but not limited to the following:

Digital Etiquette

- Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
- Use appropriate language; swearing, vulgarity, ethnic or racial slurs and any other inflammatory language are prohibited.
- Pretending to be someone else when sending/receiving messages is prohibited.
- Transmitting and/or viewing obscene messages or pictures are prohibited.
- Using the network in such a way that would disrupt the use of the network by other users is prohibited.

Termination of Account

Termination of a student's access for violation of district policies or regulations will be effective on the date the principal or district administrator receives notice of student withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

Disclaimer

The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals in the system are those of the providers and not the district.

The district will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the district technology resources.

Email & Communication Tools

Email and other digital tools such as, but not limited to, blogs, wikis, web conferencing and chat tools, and learning management systems are tools used to communicate within the district. The use of these communication tools should be limited to instructional, school-related activities, or administrative needs. Electronic communication is an important skill. By providing these tools, the district is equipping students with the skills necessary for future success.

Students should check email frequently, report phishing or suspicious emails, delete unwanted messages promptly, and stay within the email server space allocations (if applicable). Keep in mind that all email transmissions are retained and are subject to public information requests.

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All students are given access to a district student email account with the following permission settings:

- Elementary and Junior High students can send and receive email only to and from other AISD users.
- High school students can send and receive email to and from internal and external users

Student email accounts may be provided directly by the district, through the content management system of an approved online course or Learning Management Systems (such as Canvas), or through a district approved provider. Students must abide by the established guidelines as described within AUP regarding email and other electronic communication tools. Email accounts will be available for use by all students while they are currently enrolled in the district. Parents wishing to deny access to district email must do so in writing to the campus principal.

District Assigned Equipment

In some situations, the District or campus may assign district-owned equipment to students. The assignment of hardware such as laptops, Chromebooks, tablets, electronic equipment, or other mobile devices may be needed due to the student's participation in a specialized program or it can be for any reason deemed appropriate by campus administration. Additional information can be found in the "Student/Parent Mobile Device Loaner Handbook" (https://goo.gl/iKK2EJ).

Students are to adhere to the following responsibilities with regard to being assigned district-owned equipment:

- Must comply with all policies and regulations regarding technology (Acceptable Use Policy, Student Code of Conduct, Board Policy, Student/Parent Mobile Device Loaner Handbook, etc.)
- Students must take appropriate and reasonable care of the electronic device assigned to them.
- Must ensure equipment is in good working condition and equipment maintenance needs are requested in a timely manner.
- Must ensure equipment is accessible at all times for inventory/audit purposes.
- The repair or disposal of any damaged device must be serviced by the IT District Support Department

Additionally, the following accountability guidelines apply to any student who is assigned district-owned equipment:

- Upon allocation, financial responsibility is accepted by the student regarding the replacement of a damaged, lost or stolen device. Damage or loss may be the result of accidental or neglectful care.
- In the event of damage or loss, the IT District Support Specialist, and Campus Administrator must be notified within 24 hours, including the date and time, in which the damage or loss occurred.

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- A service request must be submitted upon notification of damage or loss including an explanation.
- If the devise is reported as stolen, a police report must be attached to the service request.
- Each student, or the student's parent or guardian, is responsible for all instructional materials and technological equipment not returned in an acceptable condition by the student. A student who fails to return in an acceptable condition all instructional materials and technological equipment forfeits the right to free instructional materials and technological equipment until all instructional materials and technological equipment previously issued but not returned in an acceptable condition are paid for by the student, parent, or guardian. As provided by policy of the board of trustees or governing body, a school district or open-enrollment charter school may waive or reduce the payment requirement if the student is from a low-income family. The district or school shall allow the student to use instructional materials and technological equipment at school during each school day. If instructional materials or technological equipment is not returned in an acceptable condition or paid for, the district or school may withhold the student's records. A district or school may not, under this subsection, prevent a student from graduating, participating in a graduation ceremony, or receiving a diploma. The commissioner by rule shall adopt criteria for determining whether instructional materials and technological equipment are returned in an acceptable condition.
  Our Board policy interpretation can be found here, with the relevant section, Responsibility for Instructional Materials and Equipment, indicating that a student must still be allowed to use technology during the instructional day even if they have not paid the lost lost/damage fee assessed.

Bring Your Own Technology (BYOT) Student Guidelines

As part of its goal to be a high-performing, technology-rich school district that offers leading-edge learning experiences for students, the Arlington ISD will allow students to bring personally-owned mobile technology devices to school for educational purposes. These conditions apply:

- Students may use personally owned mobile technology devices at school for educational purposes only when permission is granted by the applicable teacher.
- Mobile technology devices include, but are not limited to, laptops, , chromebooks, tablets, iPads, and eReaders.
- It is the student’s responsibility to ensure that the web browser, apps, etc. on a personal device are up to date and/or meet minimum standards for classrooms use.
- Before bringing a personally owned mobile technology device to school, students should record its serial number and maintain that information at home. Students should clearly label the device and

its peripherals such as cables or headphones with student's first and last names.

- Any mobile technology device that is brought to school should have a fully-charged battery at the beginning of the day. Students should take the device home on a daily basis to recharge the battery.
- Students are responsible at all times for complying with the *Student Code of Conduct*, Student Technology Acceptable Use Policy.
- Students may not disable or attempt to disable AISD's technology settings or filters.
- The Arlington ISD is not responsible for charges that may occur from accessing other connections.
- Students must keep electronic comments and posts relevant to the course content and consistent with educational purposes.
- Students must obtain permission from a teacher or administrator before recording, taking pictures, or publishing images, information, or works of individuals or groups. Recordings and pictures may be taken for teacher-approved projects only, and permission must be obtained for each instance in accordance with the Acceptable Use Policy.
- No student will be required to bring a personally-owned technology device to school.
- AISD employees, schools, and/or the District will not be responsible for lost, damaged, or stolen items.
- Students are responsible for any content contained on their device found during a legal search;
- It is not the responsibility of AISD staff to troubleshoot individual devices. Students should check the owner's manual of the device for information about network connectivity or specific features.
- A teacher or administrator may confiscate any technology device that is used for non-educational purposes during class or any device that is a disruption at any time.
- Any technology device used to bully, threaten, or endanger the physical safety or emotional well-being of others will be confiscated, held for corrective action, and if necessary, provided to law enforcement authorities.
- Personally-owned technology devices not retrieved by students or parents by the end of the school year will be disposed of, and when feasible, recycled.
- Use of student-owned technology devices for personal purposes will be determined by campus leadership.

Administrative Regulations for Personal Communication Devices and Other Devices

[See Policy FNCE (Legal), FNCE (Local), FNCE (Exhibit) at www.aisd.net and Texas Education Code §37.082] The district prohibits the use of Personal Communication devices such as cellular phones, as well as cameras (digital, video, etc.), smart Glasses and Smart Watch technologies, or any other device that has the potential to be considered a distraction to the educational environment at all schools and at all school-related activities, both on and off campus, during the school day. Students may possess such devices; however these devices shall not be visible and must remain off during the school day.

The district may authorize the use of a personal communication device for the following reasons:

- To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
- With documented need based on a directive from a qualified physician; or
- To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.
- If the student has been granted permission to use their personally owned technology/device by an individual campus administrator.
- Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

For students on school campuses, the school day is defined as from the time a student first enters the school building for the day until the last dismissal bell of the day. For students participating in school-related activities off-campus and/or school-related activities that begin before the first school bell of the day or after the last dismissal bell of the day, school personnel supervising such activities have discretion to determine when the school day begins and ends. Students on campus who need to make calls for emergency purposes may ask permission to use the office phone or classroom phone. Parents who need to contact a student on campus during the school day must call the school office. Parents who need to contact a student participating in an off-campus school-related activity should do so according to the expectations determined by school personnel supervising the activity, which expectations may vary.

Students who use a device in any way that violates the law, Board Policy, or the *Student Code of Conduct* shall be subject to corrective action. Furthermore, a student's failure and/or refusal to promptly and peacefully relinquish a device will result in more serious corrective action. Defiant behavior such as attempting to dismantle a device before relinquishing it (for example, removing the SIM card, battery, etc.) will result in more serious corrective action.

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The failure to comply with these regulations may result in the following corrective actions: The school administrators shall have the right to consider the appropriate corrective action.

WEEK ONE (August 13-15, 2025)

- Constant verbal redirection and reminding
- No Device Confiscation or device usage
- Campuswide communication daily
- Parent communication

AFTER WEEK ONE INITIAL WARNING PERIOD:

All steps listed under each offense will be taken.

First Offense

- Confiscation of device
- Teacher/Admin contacts parent and review consequences for additional infraction
- Student may retrieve from office at end of day

Second Offense

- Confiscation of device
- Teacher/Admin contacts parent and review consequences for additional infraction
- Parent retrieves device at end of school day

Third Offense

- In-school suspension (ISS)
- Confiscation of device
- Parent/Admin conference to review consequences for additional infraction
- Parent retrieves device at end of school day

Fourth Offense

- Assignment to Choices
- Confiscation of device
- Parent/Admin conference to review consequences for additional infraction
- Parent retrieves device at end of school day
- Loss of privilege to have possession of any personal device on campus

Depending upon the severity and frequency of the violation, students may be subject to the full range of corrective actions set forth in the Student Code of Conduct and Texas Education Code, including DAEP. This

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handbook serves as notification to parents and students that the District will dispose of confiscated telecommunication devices at the end of the school year if no claim is made. The District assumes no responsibility for damaged, lost, or stolen devices once they are confiscated.

Improper Use of Technology On and Off Campus

Use of the Internet and/or other technologies in a threatening manner, in a manner that creates or causes a material or substantial disruption of the educational environment, or reasonably forecasts a material or substantial disruption of the educational environment (to be evaluated on a case-by-case basis) may be a basis for school corrective actions even if the conduct did not occur on school property. The following list of prohibited acts is not exhaustive:

Attempting to access or circumvent passwords or other security-related information of the district, students or employees or to upload or create computer viruses.

- Attempting to alter, destroy or disable district computer equipment, district data, the data of others or other networks connected to the district's system.
- Using the Internet or other electronic communications to threaten district students, employees or volunteers.
- Cyber bullying – for example, sending or posting electronic messages that are abusive, threatening, harassing, and/or damaging to another's reputation. For more information, see Cyber Bullying in the Definitions section.
- Using e-mail or websites at school to encourage illegal behavior or threaten school safety.
- Sexting – for example, sending or posting electronic messages and/or pictures that are obscene, sexually oriented, and/or potentially illegal. For more information, see Sexting in the Definitions section.
- Taking inappropriate or unauthorized photographs or videos on campus.
- Taking pictures and/or videos in an unauthorized area (bathroom, locker room)

ASSIGNMENT AND APPEAL PROCESSES FOR DAEP PLACEMENTS AND EXPULSIONS

Assignment and Appeal Process for Disciplinary Alternative Education Placements

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Level One: When a student has been accused of violating the *Student Code of Conduct* in a manner which could result in an assignment to a DAEP, a written notice of the alleged violation and notification of a conference with the assistant principal will be provided to the student's parent or guardian. The notice will contain the names of the adult witnesses and the evidence to be used by the administration in the conference. The student/parent will be notified of the right to bring an attorney or other representative. If the student will be represented, the parent or guardian shall notify the assistant principal as soon as possible and at least 24 hours in advance so that the district may have its attorney present or other representative present. The conference will be informal. The school administration will present information about the violation, its investigation and any recommended academic placement. The student and parent may present any relevant information. At the conclusion of the Level One DAEP hearing, the assistant principal will make a determination regarding the student's academic placement.

If it is determined that the student should be assigned to a DAEP, the assistant principal shall set the term of the assignment. The student shall be placed in the assignment and the assignment shall be enforced during the appeal process.

If the information shows that the student did not violate the *Student Code of Conduct* as alleged, the student will remain in the regular placement.

A student may be placed in on-school suspension or CHOICES pending an investigation and Level One DAEP hearing.

Level Two: The parent may request a review of the assistant principal's decision. Such requests should be made to the principal within three school days of receipt of the assistant principal's decision. Within five school days from receiving the request for review, a Level Two DAEP hearing will be scheduled. At the Level Two DAEP hearing, the assistant principal will present information regarding the placement. The student and parent may give relevant information. Within three school days of the Level Two DAEP hearing, a decision shall be made and communicated to the student and parent, either to maintain the removal, reinstate the student in school, or take other appropriate corrective action.

Level Three: The parent may request a review of the principal's decision to the Administrative Appeal Panel. Such requests should be made to the Chief Operations Officer at 690 E. Lamar Blvd. Arlington, TX 76011 within three school days of receipt of the principal's decision. Within five school days from receiving the request for review, a Level Three DAEP hearing will be scheduled and held with the Administrative Appeal Panel. The Panel consists of two central office administrators who have no knowledge of the incident. Their decisions are independent, with the full authority to overturn or modify the principal's DAEP assignment decision. At this Level Three DAEP hearing, a school representative will present information regarding the placement. The student and parent may give relevant information. Within three school days of the Level Three DAEP hearing with the Panel, a decision shall be made and communicated to the

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student and parent, either to maintain the removal, reinstate the student in school or to take other appropriate corrective action. The Panel's decision shall be communicated to the student and parent within three school days.

Level Four: The parent may appeal an adverse decision of the Administrative Appeal Panel to the Board of Trustees. Within three school days from the receipt of the Panel's decision, the parent may request a Level Four Board conference before the Board of Trustees. The request should be sent to the Superintendent at 690 E. Lamar Blvd. Arlington, TX 76011. Prior to the Board conference, the parents shall meet informally with the Superintendent to discuss the situation. After the meeting, if a Level Four Board conference is still requested, the Superintendent shall, within five school days, send a notice containing the time, place and date of the Board meeting during which Level Four Board conference will be held.

At the Level Four Board conference, no new evidence shall be presented. The Level Four Board conference will be in a closed meeting unless the parents request an open meeting. The Board may determine to either maintain the removal, reinstate the student in school, or take any other action it deems appropriate. The decision of the Board is final.

At any level, the parent may be represented by counsel or other representative. Parents are asked to notify the district in advance of the hearing if they have representation, so the district may also have its counsel present. Failure to timely notify of a representative may result in a delay of the process.

Expulsions

Level One: When a student is accused of having committed an expellable offense, a Level One hearing before the principal shall be held. At this Level One hearing, a determination will be made regarding the recommendation for expulsion. The Level One hearing shall be held within seven school days from the date of the offense or the date it is determined that the student allegedly committed the offense. This time can be extended upon request of the parent and consent by the school. The student and the parents shall be notified of the date, time and place of the Level One hearing at least three school days prior to the Level One hearing to give the student a reasonable opportunity to prepare for the Level One hearing.

When necessary to ensure communication, notices will be sent in the language spoken by the parent.

Prior to the Level One hearing, the student will be given written notice that includes:

- The charges and the proposed sanctions.
- The names of all adult witnesses and the nature of their testimony.

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- The student's right to representation. The student shall notify the school if a representative will be present.
- The student's right to examine the school's evidence and question the adult witnesses.
- The student's right to testify, or/and present witnesses and evidence. Parental permission is required for any student witness younger than 18 to testify.

At the Level One hearing before the principal, the school administration will present witnesses and evidence that supports the proposed expulsion. The student's representative may question any adult witnesses. Following the school's presentation, the student may present witnesses and evidence. The school may question the student's witnesses. The principal may ask questions for clarification. In the event that the principal cannot preside over the Level One hearing, a central office administrator may hear the case.

The Level One hearing is informal. Rules of evidence do not apply. Hearsay is admissible; the principal or their designee can assign the proper weight to hearsay evidence. There is no right to subpoena witnesses at this conference. Documents may be obtained in accordance with the Texas Public Information Act or FERPA depending on the circumstances. The Level One hearing will be audio recorded. Upon request, a copy of the audio recording will be provided to the student at no charge.

The principal shall make a decision based only on the information presented in the Level One hearing. The decision shall be communicated to the student and the parent within three school days. The expulsion shall be enforced during the appeal process.

Pending the Level One hearing on the expulsion, a student may be placed in out of school suspension and receive assignments for credit. The student is not allowed to appear on any AISD campus or property or to participate in school-sponsored events on or off campus. If the decision is made that the student is not guilty of the offense, the student's record shall be expunged.

Level Two: The parent may request a Level Two hearing to appeal the principal's expulsion decision to the Administrative Appeal Panel. Such requests should be made to the Chief Operations Officer at 690 E. Lamar Blvd., Arlington, TX 76011 within three school days of receipt of the principal's decision. Within five school days from receiving the request for appeal, a Level Two hearing will be scheduled and held with the Administrative Appeal Panel. The Panel consists of two central office administrators who have no knowledge of the incident. Their decisions are independent, with the full authority to overturn or modify the principal's expulsion decision. The procedural rules at the Level One hearing will also apply to the Level Two hearing. The Panel's decision shall be

communicated to the student and parent within three school days after the Level Two hearing.

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Level Three: The parent may appeal an adverse decision of the Administrative Appeal Panel to the Board of Trustees. Within three school days from the receipt of the Panel's decision, the parent may request a Level Three Board hearing before the Board of Trustees. The request should be sent to the Superintendent at 690 E. Lamar Blvd., Arlington, TX 76011.

Prior to the Level Three Board hearing, the parents shall meet informally with the Superintendent to discuss the situation. After the meeting, if a Level Three Board hearing is still requested, the Superintendent shall, within five school days, send a notice containing the time, place and date of the Board meeting during which Level Three Board hearing will be held.

At the Level Three Board hearing, no new evidence shall be presented. A transcript of the Level Two hearing before the Administrative Appeal Panel shall be presented to the Board of Trustees prior to the Level Three Board hearing. A copy of this transcript shall be provided to the parent. At the Level Three Board hearing, the parent and the school district may each make a ten-minute statement to the Board. The Board shall base its decision on the evidence contained in the record and the statements made by the parties.

The Level Three Board hearing will be in a closed meeting unless the parents request an open meeting. The Board may determine to either maintain the expulsion, reinstate the student in AISD, or take any other action it deems appropriate.

An appeal of the Board's decision to uphold the expulsion is made to State District Court.

VOLUNTEER GUIDELINES

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AISD Volunteer Guidelines Relating to Students

The AISD Volunteer Application process is in place with the goal of providing the safest environment for all of our students, staff and volunteers. All volunteer applications are processed through the Division of Engagement, Equity and Access. The privilege of volunteering is closely monitored throughout the school year. Volunteering is a privilege and not a right.

All volunteer applicants for AISD must agree to an annual criminal history record background check. **The requested information regarding sex, race and date of birth is required by the Texas Department of Public Safety for processing and is kept strictly confidential**.

All students volunteering at an AISD facility besides the one they attend are required to complete a student volunteer application. However, if at the campus you attend you are volunteering within any special education program, an application is required. Students who are applying to volunteer must have parent/guardian permission. **The parent/guardian and student must both sign the student volunteer application**. Only one application should be completed every school year. Students must indicate their home campus on the application.

A school can utilize only those volunteers who are on the current list of "approved" volunteers for that campus. **Student volunteers will be placed on an "approved" list when a clear criminal history has been received from the Texas Department of Public Safety**. With all of the steps involved in this process, it may take up to four weeks to receive the results of the background checks.

If the Texas Department of Public Safety returns an **apparent** criminal history for anything other than a minor traffic offense, the applicant will not be approved until the applicant provides official proof that the record is clear or until an appeal is successfully processed. A student or the parent/guardian may contact the Office of the Executive Director of Engagement, Equity and Access regarding appeal process information. **All information received is private and confidential.**

Please note, Texas Department of Public Safety records are not always updated with a current disposition. This is a good opportunity to clear up records that are thought to no longer exist. The school district does receive juvenile records. A person's criminal history begins at age 10.

Any questions regarding the volunteer application process should be directed to the Division of Engagement, Equity and Access at 682-867-7715.

ASSISTANCE FOR STUDENTS WITH LEARNING DIFFERENCES

Aiding Students Who Have Learning Differences or Who Need Special Education or Section 504 Services

For those who have academic or behavioral deficits in the general education classroom, all school districts must consider tutorial, compensatory and other support services that are available to all students, including a Multi-Tiered System of Supports (MTSS). The implementation of MTSS has the potential to have a positive impact on the ability of districts to meet the needs of all students who are struggling.

If a student is experiencing learning difficulties, their parent may contact the individual(s) listed in this section to learn about the school's overall general education referral or screening system for support services. This system links parents to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if 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 Eligibility, Requests, Reporting, and Resources:

Eligibility – The Individuals with Disabilities Education Act, also known as IDEA, is a federal law that gives eligible students with disabilities the right to receive special education services and assistance in school. If there is a suspected disability, a special education evaluation will be considered. In order for a student to be eligible for special education services, the student must have a need for specially designed instruction.

Who can request an evaluation?

- Parents, Adult Student, or Guardians: A parent or guardian has the right to request a special education evaluation at any time. It is best to submit this request in writing to your school's principal or to the school district's special education director. If your child is pre-school age and not yet enrolled in school, send the letter to the district's special education director.

School: If the school knows or has reason to suspect that the student has a disability and a need for special education services, the school must refer the student for a special education evaluation. More information on evaluation timelines can be found at: https://tea.texas.gov/academics/special-student-populations/review-and-support/timely-initial-evaluation-child-find

Reporting – The Texas Education Agency (TEA) changed the way it reports special education enrollment in school systems. TEA no longer includes a target for a school system's total numbers of students in special education as part of state monitoring.

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- For special education representation, TEA only reports on over-representation within certain race, ethnicity and disability categories, as required by federal law. School systems cannot use this reporting data to delay, deny or prevent a referral for an evaluation for special education services.

Resources
TEA has created topic specific information for families. These resources can be accessed via this link: https://tea.texas.gov/texas-schools/health-safety-discipline/covid/parent-resources-for-students-in-special-education

- Family members can call or log on to find answers to their questions as well as general information about special education
  - SpEdTex.org
  - 1.855.773.3839

Parents may request an evaluation for Special Education Services. It is best for parents to submit the request for an evaluation in writing to the school's principal or the Director of Special Education Services. AISD must comply with all federal Prior Written Notice and Procedural Safeguard requirements and the requirements for identifying, locating, and evaluating children suspected of having a disability and in need of special education. If a parent makes a request for an initial evaluation for special education services to the Director of Special Education Services or an administrative employee of the school district, the district shall respond no later than 15 school days after receiving the request. At that time, the district shall give the parent a *Prior Written Notice* (PWN) of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. A request for a special education evaluation may be made verbally. A verbal request does not require the LEA to respond within the 15 school days timeline. However, whomever receives the verbal request should promptly direct the parent to the school principal or Director of Special Education Services to make a written request, and all Federal PWN and Procedural Safeguards must be adhered to.

When the AISD agrees to evaluate the student, parent consent must be obtained. The district will complete the initial evaluation and report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. 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 30th 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
184 evaluation, the district will provide the parent a copy of the evaluation report at no cost.

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

Contact Information for Special Education Referrals:
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Director of Special Education/Section 504/Dyslexia at 682-867-0800

Section 504 Referrals:
The district has standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. The district has also implemented 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.

Dyslexia and Related Disorders:
A school district may not delay an evaluation of a child suspected of having a disability because of the implementation of an intervention process where the school district: (1) suspects that a K-12 student has dyslexia or a related disorder; (2) identifies a student as at risk for reading difficulties, including dyslexia and related disorders, with quantitative and qualitative data showing that the student exhibits characteristics of dyslexia or other specific learning disabilities; or (3) removes a student from their assigned campus who exhibits academic difficulties in reading, spelling, written expression, or complex conditions and behaviors that could result from undiagnosed learning disabilities.

A school district shall seek parental consent for a full Individual Initial Evaluation (FIIE) that: (1) assesses for dyslexia and related disorders using the best practices for identifying dyslexia aligned with knowledge and practice standards of an international organization on dyslexia and other recognized professional organizations, including the process outlined in the Texas Dyslexia Handbook (Figure: 19 TAC § 74.28(c)); (2) assesses for associated academic difficulties and other conditions that commonly affect students with dyslexia; (3) includes at least one member on the multidisciplinary evaluation team with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction; and (4) continues to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. When a student is evaluated by an LSSP or diagnostician for dyslexia or a related disorder under this section and is indicated not to have dyslexia or a related disorder, an individual defined in subsection (d) must be included in the interpretation of the evaluation data and co-sign the evaluation.

185 The identification of dyslexia based on a preponderance of data in the evaluation process in subsection (a): (1) satisfies the criteria for a student to meet the first prong of eligibility under IDEA. The state of Texas acknowledges that dyslexia is a condition included within the Specific Learning Disability category, thus dyslexia itself is a Specific Learning Disability and can be listed in the IEP as dyslexia, without the need to insert the broader term 'Specific Learning Disability; and (2) does not require a variance among specific areas of cognitive function or between specific areas of cognitive function and academic achievement.

If as a result of dyslexia, a student needs any additional instruction not provided to students without dyslexia, or additional instruction to access and progress in the general curriculum, then the ARD committee must: (1) consider the student is eligible for an Individualized Education Plan (IEP) as a student with a disability; and (2) document the instruction in the Individualized Education Plan (IEP) that aligns with the Texas Dyslexia Handbook (Figure: 19 TAC §74.28(c)) ensuring it is delivered with fidelity to program descriptors, grouping formats, and training and skill of the most qualified teacher while meeting the individual needs of the student; or (3) if a parent or guardian declines the IEP, the school district must submit a statement to TEA documenting that the parent fully understands the rights they are waiving under the IDEA before recommending accommodations via a 504 without delay.

Districts shall employ persons who may be a therapist, practitioner, specialist, or interventionist for students with dyslexia and related disorders. The person hired under this subsection is not required to hold a certificate or permit issued under Subchapter B in special education or a teaching certificate but must: (1) when dyslexia is suspected, be prioritized as a member of the multidisciplinary evaluation team under subsection (a) with specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction; (2) be fully trained in the district's adopted dyslexia instructional material; and (3) hold an appropriate license, including a license issued under Chapter 403, Occupations Code; or (4) hold a certification issued by an appropriate association or have received training from an appropriate training provider, including an academic language practitioner or therapist certified by the Academic Language Therapy Association.

The completion of a literacy achievement academy under Section 21.4552 by an educator who participates in the evaluation or instruction of students with dyslexia does not satisfy the requirements of this subsection. (e) The board of trustees of each school district shall adopt a policy consistent with the grievance procedure adopted under Section 26.011, which does not interfere with parents due process rights under IDEA, to allow a parent to contest the school district's implementation of this section and the Texas Dyslexia Handbook (Figure: 19 TAC §74.28(c)). (f) The commissioner shall adopt rules as necessary to implement this section. The rules must: (1) include a process for school districts to submit a statement to the TEA each time a parent declines an Individualized Education Plan that attests that the parent fully understands the rights they are waiving under the IDEA; and (2) include annual training

186 requirements and signed affidavits to ensure Hearing Officers and School Board Trustees are aware and understand changes in legislation, commissioner rules, and any updated guidelines from the State Board of Education.

Contact Information for Section 504 Referrals:
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Coordinator for Section 504 and Dyslexia at 682-867-7465

Additional Information:
The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process –https://fw.escapps.net/Display_Portal?destination=/
- Partners Resource Network https://prntexas.org/
- Special Education Information Center - https://www.spedtex.org/
- Texas Project First - https://www.texasprojectfirst.org/

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EXTRACURRICULAR ACTIVITIES

Extracurricular Permission Slip

Every student must have a signed parent permission slip in the sponsor's office before they can participate in an extracurricular activity. This permission slip must be signed yearly. Participation in extracurricular activities is a privilege and not a right.

Extracurricular Removals

Coaches and sponsors may remove a student from extracurricular activities with the approval of the campus principal if the student has committed an infraction in Groups II-IV that results in a corrective action

Students may be removed from UIL activities who are found to have intentionally, knowingly, or recklessly caused bodily injury to a person serving as a referee, judge, or other official of an extracurricular activity in retaliation for or as a result of the person's actions taken in performing the duties of a referee, judge, or other official of the extracurricular activity.

Upon notice from law enforcement that a student has engaged in conduct defined as a felony offense, the student will lose extracurricular privileges.

Student Discipline [Board Policy FO (Local)]
http://pol.tasb.org/Policy/Code/1098?filter=FO

- Extracurricular activities

  Any student who represents the AISD by participating in extracurricular activities or is a member or participant in any AISD sponsored club or organization will be suspended from membership and/or any and all participation if the student is found by the AISD to have engaged in conduct which would constitute a violation of any law related to alcohol, dangerous drugs, marijuana and/or controlled substances, volatile chemicals and abusable glue or aerosol paint, as such substance is defined in the *Student Code of Conduct*, regardless of whether or not such conduct occurs on school property or at school-sponsored or school-related events and regardless of whether or not such conduct occurs while school is in session or during the school year. Off campus, non-school related conduct, which occurs at any time, is subject to these corrective actions. These corrective actions affect all extracurricular activities and participation in all activities of the organization or club regardless of whether or not the activities are during the school year. The length of suspension from membership or participation shall be for the remainder of the school year or season whichever is later.

- Counseling option

  The student may regain their eligibility for extracurricular activities by fulfilling the counseling options. The district will enter into only one counseling agreement per school organizational level (i.e., elementary, junior high, high school).

188 These corrective actions are incorporated in and are in addition to any other applicable corrective actions for school-related misconduct as set out in the *Student Code of Conduct*, including but not limited to removal to DAEP or expulsion.

Procedure for Application of Policy

The types of evidence that may be considered in determining whether a student may lose extracurricular privileges include but are not limited to:

- Students' grades or similar administrative requirements to participate in extracurricular activities;
- Student admission to misconduct;
- Evidence presented by law enforcement, including legal citation issued, arrest, or being taken into custody by any law enforcement agency, and;
- Witness statements that show misconduct by preponderance of the evidence

This policy would not affect a student who may be with others who are violating the policy, unless the student's conduct may have assisted, led to or resulted in the violation of the policy.

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Guidance and Counseling

The Guidance and Counseling Department supports campus school counselors with the implementation of a comprehensive guidance counseling program that focuses on social and emotional wellness, academic achievement, and college and career readiness. School counseling programs includes the four components of the Texas Model which are guidance curriculum, responsive services, individual planning, and system support. School counselors provide direct lessons in classrooms throughout the school year, as well as targeted group and individual student support. As leaders and advocates for all students, school counselors, PreK-12, partner with the home and the community in an effort to empower students to become responsible and productive adults.

Positive Behavioral Interventions Supports (PBIS)
The Positive Behavioral Interventions and Supports (PBIS) Department supports campus implementation of systems and practices that directly impact school climate and the learning environment for students and staff. Its primary outcome is the creation of an environment where students feel connected and a sense of belonging to their school community. This outcome is sought through the implementation of the district's PBIS Framework, which aims to build capacity for the implementation of classroom management strategies, management of student behavior and development of positive classroom cultures.

Student Outreach Services (SOS)
The Student Outreach Services Department is made up of master level Social Workers and Counselors who work to decrease both internal and external barriers to academic success for students who are homeless, Families in Transition (FIT), in foster care, are pregnant and/or parenting, or need drug and alcohol intervention support. The Student Outreach Services Department seeks to provide supports for students and families by helping to decrease barriers for continued education.

The Care Clinic Counseling Center
The Care Clinic provides brief counseling for Arlington ISD students, PreK-12, to support their social and emotional well-being. Services are provided in an environment that is both safe and confidential. The Care Clinic supports the district-wide initiative, Culture of Care, by helping students in ways to develop their self-awareness, self-management, responsible decision-making, and relationship skills. All Care Clinic therapists are licensed by the state of Texas.

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ALCOHOL/DRUG COUNSELING OPTION

In accordance with current policy (FO Local) http://pol.tasb.org/Policy/Code/1098?filter=FO, a student who has violated the Arlington Independent School District's policy on alcohol and drugs will lose their extracurricular privileges for the school year or season, whichever is later.

Counseling Options

The student may regain their eligibility for extracurricular activities by meeting the following requirements:

- The student and parents meet with the campus administrator, and other campus support personnel to review an agreement which at a minimum would include:
  - A minimum three-week period of guided reflection and thought,
  - Weekly meetings with the Student Outreach Services (SOS) personnel and the student,
  - Parent participation with the Student Outreach Services (SOS) personnel, if possible,
  - The student meeting the attendance, academic and behavioral standards set forth in the agreement, and
  - Clear goals for changes in behavior.
- At the end of a minimum three weeks, the administrator and parent will be informed of the student's progress.
- The campus support personnel, and administrator will consult to determine if the student can return to extracurricular activities after reviewing the information provided during the meeting held at the end of a minimum three weeks.
- All students who have alcohol/drug offenses on campus will be required to participate in a minimum three-week counseling sessions.
- All students who have alcohol/drug offenses off campus would be offered this service even if they are not involved in extracurricular activities.
- A second offense will result in the student being removed from extracurricular activities for the remainder of the school year or season, whichever is later.

ATTENDANCE

Rationale 191

AISD students are required to attend school on a regular basis. As a result, these students tend to achieve better grades, seek an active involvement in activities on campus and learn the skills necessary to attain success after leaving our school district.

Punctuality and self-discipline are expected of all students and adults responsible for our students. Know your child's schedule and check with the school if you have any concerns regarding your child's attendance or punctuality.

Grades Pre-K-8

Students in grades Pre-K-8 must adhere to the 90% attendance law. These classes are not on a block schedule; however, 90% attendance in each class or subject offered is mandatory. Nine absences or more, whether excused or unexcused, per semester exceeds the 90% attendance requirement. If a student fails to attend 90% of the days, credit can be lost and promotion to the next grade may be in jeopardy.

Block Schedule (Grades 9-12)

Students on block schedule who accrue five absences or more in a class per semester may not receive credit for that class. Since block scheduled classes meet on alternate days, each class meets approximately forty-four times each semester. Thus, five absences or more in a class per semester exceeds the 90% attendance requirement. However, students with excessive absences shall be required to continue in each class and assume responsibility for all assignments.

Compulsory School Attendance

Texas Education Code Sections 25.085(a) and (b) state that a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and has not reached the child's 19th birthday shall attend school each school day for the entire period the program of instruction is provided. Upon enrollment in pre-kindergarten or kindergarten, a child shall attend school under the same 90% attendance rules as all other students.

Tardies

Students are expected to support the learning process by attending all classes regularly and on time. Each campus will develop and publish its own tardy rules.

- **First semester has approximately 82 days**
- **Second semester has approximately 88 days**

Absences

If any parent of a school age child 12 years of age or older fails to send the child to school as required by law, a warning shall be issued by the school and/or the attendance officer that attendance is immediately required. If after a warning the parent fails to send the child to school as required by law and the child has unexcused voluntary absences, the parent commits an offense. Family Code §§ 65.002-.003 Education Code §25.093

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The parent and/or child shall be prosecuted if the child fails to attend school without excuse on 10 or more days or parts of days within a six-month period in the same school year. Education Code §25.094951 (a)

The district attendance officer may file a complaint in court against the parent or child when truancy occurs. Fines range from $100 to $500 per day that the child remains truant from school. Other results of truancy can be:

- Suspension of a child's driver's license or permit, or if the child does not have a license or permit, to deny the issuance of a license or permit for a period of 180 days or until the last day of the school year in which the order is entered, whichever is longer. Family Code § 54.042.
- Require the student to complete certain education programs, complete a GED, or perform community service. Family Code § 65.103.
- The parent or other adult found to have contributed to the child's truancy may be ordered to attend classes, pay for classes for the student, and/or perform up to 50 hours of community service. Family Code § 65.105.

Parental Consent Required

A parent or guardian must provide verbal or written consent to the attendance office prior to their child being approved to leave during the school day. Written consent will be verified.

It is the responsibility of the parent or guardian to call the school each day of absence by 10 a.m. to explain the absence of the student. The purpose in notifying the school is to promote that both the school and the family are aware that we can account for each student. **All absences not cleared within 24 hours are unexcused.** Upon the student's return, it is the responsibility of the parent or guardian of a secondary student to call the school by 10:00 a.m. to explain the absence. If the student had a medical appointment, the note shall be turned into the appropriate attendance office. The parent or guardian of an elementary student is encouraged to send a written note on the first day the student returns to school.

Decisions on Absences/Tardies

An unexcused absence/tardy is subject to corrective action. Any absence or tardy, regardless of the number, will be considered and dealt with on its own merit.

Attendance Committee Hearing

Classroom teachers shall comprise a majority of the attendance committee. The attendance committee shall hear each case in which a student's attendance falls below the 90% threshold and a petition by the student or his or her parent or legal guardian has been filed. The committee may give class credit to a student because of extenuating circumstances according to policies adopted by the Board that establish ways for a student to make up

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work or regain credit lost because of absences [Board Policy FEC (Local)] http://pol.tasb.org/Policy/Code/1098?filter=FEC

Imposing Conditions for Awarding Credit

The committee may impose any of the following conditions for receiving credit lost because of excessive absences:

- Completing additional assignments, as specified by the committee or teacher.
- Attending tutorial sessions as scheduled.
- Attending Saturday classes.
- Maintaining the attendance standards for the rest of the semester.
- Taking an examination to earn credit.

In all cases, the student must also earn a passing grade in order to receive credit.

Unexcused Absences – Grading

Students who miss school without having an excused absence may not receive credit for work in the class missed during the unexcused absence.

Semester Penalties

Students in grades 7-12 who fail to comply with this attendance policy may not receive credit for the semester. An elementary student may receive a zero for all courses during the six-weeks period of that semester that the 90% rule is invoked. Continued attendance violations may affect promotion status. Succeeding unexcused absences will be addressed by the local school Attendance Review Committee.

Make-Up Work

A student whose absence is excused shall be allowed a reasonable time to make up school work missed. **It is the student's responsibility to secure assignments and to make up all work due to excused/extenuating circumstances.** Failure to complete such assignments within a reasonable time will result in a zero for such assignments. The AISD defines a reasonable length of time to be one day for each day missed with an excused absence.

Denial of Privilege

Parents who fail to pick up the requested assignment may be denied this courtesy by the building principal or designee.

Students should complete a reasonable amount of the assignments by their return to school and fully complete all make-up work within the allotted time. Parents and students should know that if a reasonable amount of work sent home is not completed, this courtesy may be denied by the building principal or designee.

Students who have work assigned to them on a scheduled basis, such as term papers, projects, etc., should have the work ready on the due date even with an excused absence. An academic penalty

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(the deduction of points) may be imposed for work not submitted on the due date.

Parents should understand that certain types of school work cannot be assigned to the home because of explanations by the teacher needed by the students.

Extenuating Circumstances

- Observing religious holy days, including travel, when such absence is required for the exercise of a student's religious beliefs. The parent/guardian or person having control of the student should contact the school in accordance with the district attendance policy. The extenuating circumstance provision applies to holy days, which are tenets of the religion. This provision does not apply to retreats, conventions, youth group activities, etc., unless such activities are required by the tenets of the student's religion.

- Temporary absence resulting from healthcare appointments, if the student returns on the same day of the appointment with documented re-entry slip from the doctor's office. NOTE: The AISD requests that parents make every effort to schedule doctor's appointments either before or after normal school hours; otherwise, a student should schedule appointments with the goal of minimizing time lost away from academic instruction. The attendance office is to receive an entry permit. This includes the temporary absence of a student diagnosed with autism spectrum disorder. The student must begin classes or return on the same day of the appointment with a health care professional to receive generally recognized services for persons with autism spectrum disorder Tex. Edu. Code § 25.087(b-3)

- Legitimate days of illness. Excessive days or more than three consecutive days of illness require a physician's statement.

- Days out on school-sponsored activities.

- Serious family emergency.

- Death in the immediate family.

- Participation in court proceeding or a child abuse/neglect investigation in accordance with §37.056 of the Texas Education Code (relating to court-related students).

- Disaster, flood, extreme weather conditions, fuel curtailment or other calamity resulting in the closing of schools.

- Documented days of college and career visits (limited to two days for seniors). Additional days for college visitation may

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be granted by the principal for seniors who have a counselor recommendation. Principals may grant days for college visitation to juniors who have a counselor recommendation. Such absences shall be considered extracurricular activity absences and shall be subject to the same limitations as appropriate for those absences.

- Days missed by a runaway as defined by Texas Family Code §51.03 (relating to Delinquent Conduct; Conduct Indicating a Need for Supervision). A police runaway case number is required.
- The absences of a teen parent due to caring for their child.
- Other unusual circumstances acceptable to the building principal or Superintendent.

Vacation/Business Trips

Vacation or business trips are not recognized by the state as acceptable reasons for students being out of school and will be treated as unexcused. Therefore, these days should be planned only for school holidays that do not disrupt student learning or cause loss of credit.

Truancy Officers' Phone Numbers

For assistance, contact:

• Arlington High School Network	682-867-1924
• Bowie High School Network	682-867-1916
• Lamar High School Network	682-867-1923
• Martin High School Network	682-867-1918
• Sam Houston High School Network	682-867-1913
• Juan Seguin High School Network	682-867-1917

Threat Assessment

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Students are expected to display respect and regard for others and themselves. Students are expected to manage frustrations and resolve conflict with others using respectful dialogue or seeking assistance from campus staff. They are expected to follow classroom, campus, and district routines and procedures. Violent behavior is prohibited and threats of violence are taken seriously.

The State of Texas mandates that threat assessments must be conducted by a multidisciplinary team at a campus [TEC 37.115 (f)(1)(A)] when students display “harmful, threatening, or violent behavior” which includes threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault by a student. [TEC 37.115 (a)(1)]

- A **threat** is an expression of intent to harm someone or themselves that may be spoken, written, gestured, or communicated via digital or electronic messaging platforms. Threats may be explicit or implied and directed at the intended target or communicated to a third party.
- The district utilizes the Sentinel BTA software to assess an individual’s potential for engaging in violent behavior, including situations involving concerning actions—such as weapon possession, physical altercations, or menacing conduct—even in the absence of a direct or implied threat
- If a threat assessment is initiated for a student receiving special education services or Section 504 accommodations, a special education representative shall participate as a member of the threat assessment team [TEC 37.115 (d-1)].
- If a screening indicates the need for additional inquiry, a threat assessment will be conducted by the threat assessment team at the student’s campus of enrollment. Parents/guardians will be notified before will be provided the opportunity to participate by submitting information regarding the student [TEC 37.115 (f-1)]
- Upon completion, the team will determine appropriate interventions and responses to ensure campus and community safety and student success based on the data that was gathered and analyzed. Interventions and responses will be tailored to the specific needs of the student, those affected, the environment, and contributing factors.
- Parents/Guardians will be provided with the team's conclusions and recommendations once the assessment is complete. [TEC 37.115 (f-2)]
- Students may face corrective action for disciplinary infractions which are handled separately by campus administration and are distinct from the threat assessment process.

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- State law requires that threat assessments be maintained in a student's school records until their 24th birthday [TEC 37.115 (j-1)]

SCHOOL SAFETY TRANSFERS

A student or parent may make a request to the Superintendent or Superintendent's designee for a transfer to attend a safe public school in the district. The district shall grant the transfer if the student:

- Attends school at a campus identified by TEA as persistently dangerous,
- Was a victim of a violent criminal offense while in school or on the grounds of the school the student attends as defined by AISD Policy FDE (Local), or
- Has been the victim of sexual assault or aggravated sexual assault, regardless of whether the offense occurred on or off school property. The parent/guardian can request that either the student victim or the student assailant be transferred to another campus [see FDE (Legal)] http://pol.tasb.org/Policy/Code/1098?filter=FDE .

Transfer of Students Who Are Victims of or Have Engaged in Bullying - see FFI Board policies and Texas Education Code section 25.0342 for more information. http://pol.tasb.org/Policy/Code/1098?filter=FFI

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, the board of trustees of a school district or the board's designee shall transfer the victim to:

- Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
- A campus in the school district other than the campus to which the victim was assigned at the time the bullying occurred.

The board of trustees of a school district may transfer the student who engaged in bullying to:

- Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
- A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying. Texas Education Code section 37.004 (concerning students with disabilities who receive special education services) applies to transfers under this section.

198 The board of trustees or the board's designee shall verify that a student has been a victim of bullying before transferring the student under this section. The board of trustees or the board's designee may consider past student behavior when identifying a bully. **The determination by the board of trustees or the board's designee is final and may not be appealed.**

A student or parent shall make a request to the Superintendent or designee for a transfer for one of the reasons above within 30 calendar days after notice of the incident. The district shall respond to the transfer request within 10 school days.

AISD has no schools identified by the Texas Education Agency (TEA) as persistently dangerous campuses.

NOTICES

NOTICES

§504 Child Find Notice: Pursuant to Section 504 of the Rehabilitation Act of 1973, the district has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the district's Section 504 Coordinator, at 682-867-7465, or by mail at 690 E. Lamar Blvd., Arlington, TX 76011. Please also see AISD Board Policy FB (Local) for additional and more specific information concerning Section 504 Student Complaints Procedures. This policy and all other Board policies may be viewed at each school campus or online at www.aisd.net/board (click on Board Policy).

Asbestos – Annual AHERA Asbestos Notification: The AISD Management Plan notebooks which contain all pertinent asbestos information, including inspections and periodic surveillances, are located in the administrative office at each district building.

Confidentiality Statement: The AISD, in accordance with the Family Educational Rights and Privacy Act (FERPA), restricts access to protected student records as required by law. Directory information on students will be released upon request without a parent's consent unless the parent elects in writing to restrict directory information. The form on which parents can indicate their election is sent home each year.

Disclosures Under the Directory Information Exception: FERPA allows a school the ability to share directory information from educational records with juvenile justice agencies and others who request this information.

Directory information includes the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended.

Parents who do not want their child's directory information to be disclosed must notify the school in writing.

Dismissal From Campus at Lunch: Dismissal from campus will be based on student classification. To be classified at the next grade level, a student shall have earned the following number of credits by the beginning of the school year:

grade 9	0 credits	on campus lunch
grade 10	6 credits	on campus lunch
grade 11	12 credits	on or off campus lunch
grade 12	18 credits	on or off campus lunch

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Graduation Ceremonies: Participation in the graduation ceremony is optional and at administrator's discretion. Graduating seniors are advised that conduct judged by the principal to be disruptive to the graduation ceremony will subject them to immediate removal from the ceremony and/or withholding of their diploma pending a parent conference. Students will remain seated at all times unless directed to stand. Possession or use of certain disruptive items is not permitted at graduation exercises. These items include, but are not limited to the following:

- Air horns or similar noise makers
- Balls of any kind
- Whistles
- Signs
- Clappers
- Frisbees
- Electronic devices
- Inflatable devices
- Lasers
- Bubbles

Male students are required to wear dress shirts with neckties, and female students are to wear dresses, skirts and blouses or pants that are in compliance with the AISD dress code. The principal is empowered to state standards for dress and behavior both prior to and during the ceremony and to take action when necessary.

Non-Discrimination Statement: The AISD does not discriminate on the basis of race, color, age, gender, gender identity, sexual orientation, national origin, religion or disability in educational programs, admissions/enrollment decisions or activities that it operates as required by Title VI, Title IX, Title II and Section 504.

Pesticide: The AISD uses pesticide in its schools to control insects and also uses bait stations for rodents (refer to 72nd Legislature, Texas Pest Control Act, 1356-6).

Multi-tiered System of Support (MTSS) Notice: In order to provide the most effective education for *all* children, AISD believes we must start with providing an effective education for *each* child. AISD uses a Multi-tiered System of Support (MTSS) model for identifying academic, behavioral and social-emotional strengths and needs to provide high quality instruction and early intervention to all students. ASID campuses and departments utilize a collaborative three-tier approach with varying levels of student specific targeted support.

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Accelerated Learning: In the summer of 2021, the Texas Legislature passed House Bill 4545 which ended the Texas Student Success Initiative (SSI). SSI previously required students to meet passing standard on the STAAR tests in reading and mathematics before they could be promoted to the next grade level. The grade advancement requirement within the SSI is now replaced with Accelerated Instruction.
When a student receives a performance rating of "Did Not Meet Grade Level" for a STAAR or EOC exam, 30 hours of Accelerated Instruction must be provided for that content area. The Accelerated Instruction hours required is per tested subject. This means that if a student receives the performance rating of "Did Not Meet Grade Level" for more than one STAAR or EOC exam, the student will receive 30 hours of Accelerated Instruction for each. Accelerated Instruction is provided outside of regular core instructional time, which can be before/after school, or during a dedicated intervention time.

Wellness Policy: The AISD has implemented a student wellness policy to create an environment conducive to healthful eating and physical activity and to express a consistent wellness message through other school-based activities. Please refer to AISD policy FFA (Local) http://pol.tasb.org/Policy/Code/1098?filter=FFA which ensures that students engage in minimum physical activity requirements.

DEFINITIONS

Definitions

Academic Dishonesty: Engaging alone or collaborating with others to take part in dishonest or deceitful activities such as lying, cheating, unauthorized use of artificial intelligence, plagiarism or stealing to gain an academic advantage in assignments, tasks or other school related activities.

Alcoholic Beverage: A drink or substance that contains ethanol (ethyl alcohol), which is a psychoactive substance that can alter mood, consciousness, and behavior. Examples include, beer, wine, spirits (liquor), and cocktails, etc.

Antisemitism: is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Arson is a crime that involves starting a fire or causing an explosion with intent to destroy or damage, any vegetation, fence or structure on open-space land; or building, habitation or vehicle:

- Knowing that it is within the limits of an incorporated city or town,
- Knowing that it is insured against damage or destruction,
- Knowing that it is subject to a mortgage or other security interest,
- Knowing that it is located on property belonging to another,
- Knowing that it has located within property belonging to another, or
- When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Assault: Offense defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly or recklessly causing bodily injury to another. Texas Penal Code §22.01(a)(2) defines assault as intentionally or knowingly threatening another with imminent bodily injury. Texas Penal Code §22.01(a)(3) defines assault as intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

Burglary: The entering of a habitation or building with the intent to commit theft.

Bullying: Bullying is when a student engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and the Board of Trustees or the Board's designee determines that the behavior: (1) has the effect

205 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 educational environment for a student. This conduct is considered bullying if it: (1) Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through the written or verbal expression or physical conduct; and (2) Interferes with a student's education or substantially disrupts the operation of a school. See also, the definition of Cyber bullying below.

Campus Reassignment: The removal of a student for serious or persistent misbehavior or illegal acts from his or her assigned campus to another campus within the same school district. All campus reassignments must be approved by the Director of Student Services. **Transportation is not provided.**

Canine Unit: The district is authorized by Board Policy FNF http://pol.tasb.org/Policy/Code/1098?filter=FNF to use dogs to sniff for illicit drugs, alcoholic beverages, pharmaceutical medication, explosives and firearm ammunition. The district's use of dogs is intended to minimize dangerous drugs, alcohol, explosives and firearms being brought to a campus.

Class Re-assignment: Class re-assignment is the removal of a student from their assigned classroom to another class on the same campus for either serious or persistent misbehavior or an illegal act. To the extent possible, the student should continue to receive instruction in the courses they were enrolled in when the removal became effective.

Club: An instrument specially designed, made or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument including a blackjack, mace and tomahawk as defined by Penal Code 46.01(1)

Conference: A procedure in which the student shall be advised of the conduct with which they are charged. The student shall be given the opportunity to explain their version of the incident.

Conspiracy: An agreement formed between or a concerted effort by two or more persons for the purpose of committing a criminal act or a violation of the *Student Code of Conduct.* The conspiracy and the resulting corrective actions may continue even if one of the actors drops out of the initial act.

Contraband: The possession of property that is inappropriate for school or forbidden by law or by Board policy.

Controlled Substances: Drugs whose general availability is restricted; any one of a number of drugs or other substances which are strictly outlawed because of their potential for abuse or addiction. Such drugs include those classified as narcotics, stimulants, depressants, hallucinogens and cannabis.

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Criminal Mischief: A person commits an offense if, without the consent of the school or school district, they intentionally or knowingly tamper with, damage, or destroy school property.

Criminal Street Gang: Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Criminal Trespass: Texas Penal Code §30.05 defines conduct constituting a criminal trespass. While AISD shall rely on the provisions of §30.05 to determine whether a criminal trespass has occurred, a general description of the prohibited conduct appears below:

- Prohibits entry into or remaining on school property without consent after being notified that entry was forbidden or notified to depart.

Cyberbullying: Use of any electronic communication device to engage in bullying or intimidation.

Dangerous Drug: A medication/illegal drug classified by the Texas Penal Code and/or Physician's Desk Reference as being a dangerous drug.

Dating violence is the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person with whom the student has or has had a dating relationship, as defined by Section 71.0021 of the Family Code.

Days: Unless otherwise noted, days shall mean school days.

Deadly conduct: When a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building or vehicle.

Deferred Adjudication: Alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred Prosecution: May be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Defiance: To challenge, confront, resist or refuse to follow directions, requests or instructions given by school personnel. Defiance is considered a serious act by the AISD.

Detention: An on-campus setting designed for deprivation of a student's personal time as a corrective action.

Disciplinary Alternative Education Program (DAEP): A supervised educational setting for students who have violated the *Student Code of Conduct*. Courses of study include English language arts, math, science, history and self-discipline. The district is not required to provide other subjects to students while they are assigned to a DAEP.

Disciplinary Alternative Education School: A supervised setting for the discipline management of students who violate the *Student Code of Conduct* or commit serious or illegal acts under such code or the penal code. A student may

be removed from class and placed in a disciplinary alternative education school by the Board or its designee for conduct, including that outside of school and off school property. The student will be placed in a disciplinary alternative education school when it is reasonably believed the student's presence in the regular classroom program or at the home campus presents a danger of physical harm to the student or to other individuals.

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- **CHOICES Program:** A short-term, supervised, academically non-punitive disciplinary alternative education program where a student is given classroom assignments to the extent that is possible (elementary, junior high and high school students). **Transportation is not provided.**
- **Turning Point School:** A structured program for senior high, junior high and elementary students designed to modify a student's behavior and provide opportunities for academic success. This program provides core educational services for senior high, junior high and elementary students who are expelled and/or assigned to this alternative education program. Student counseling services are provided at elementary, junior high and senior high levels. Parent education is provided at all three levels.

Discipline Management Technique: Any action at the campus level, taken by a teacher or administrator, which is intended to promote proper behavior and/or discourage misconduct other than expulsion or removal to a disciplinary alternative education program, including but not limited to student-teacher conferences, suspension of extracurricular activities, detention and in-school suspension for three days or less.

No hearing is required prior to the use of any discipline management technique.

Domestic Violence: According to Title IX, domestic violence occurs when a current or former spouse, cohabitant, or other intimate partner inflicts abuse upon a victim.

Doxing: The action or process of searching for and publishing private or identifying information about a particular individual on the internet, typically with malicious intent.

Drug Paraphernalia: Fully defined in the Health and Safety Code §481.002 and includes but is not limited to meaning anything that is and/or could be used to prepare or process any controlled substances for introduction into the human body.

E-Cigarettes: Any device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device, or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device and includes a device regardless of whether the device is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description. A component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Encouraging a Student to Die by Suicide: Engaging in bullying that encourages another student to die by suicide.

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Energy Drink: A beverage that is designed to give an individual increased energy by using a combination of caffeine, methyl xanthene, B vitamins, processed sugar and/or exotic herbal ingredients. In addition, an energy drink is labeled with the wording “energy”, “energy booster” or like phrases. They are not meant to replenish the sugar and minerals lost from the body during physical exercise but instead act as stimulants to increase a person’s energy level.

Emergency Removal: A principal or the principal’s designee can recommend immediate placement of a student in an alternative education program if the principal or the principal’s designee reasonably believes the student’s behavior is so unruly, disruptive or abusive that it seriously interferes with a teacher’s ability to communicate effectively with the students in a class or with the ability of the student’s classmates to learn. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

Expectations (School-Wide Expectations): Broad behavioral characteristics which provide guidance on appropriate behaviors within the school setting, school-related activities or events, and transportation. School-Wide expectations are positively stated, apply to all students and staff in all locations, and clarify the criteria for successful behavior. School-Wide expectations are a key component of Positive Behavioral Interventions and Supports, and serve as the basis for all behavioral instruction and support within the school.

Extended School Detention: A discipline technique requiring students to attend school **during times other than normal school hours or school days**.

Extracurricular: Any school activity including membership in any club or organization that is not a part of the required curriculum or course of studies.

Felony: A major crime for which the law statute provides a greater punishment than for a misdemeanor.

Fighting: Mutual combat between students that results in physical contact and/or bodily injury. It can also be a case of one student knowingly and intentionally assaulting another student. The administration on each campus may notify law enforcement when there is a fight or assault. Once law enforcement has been notified by the administration, it will be at the discretion of the officer who responds as to whether an arrest should be made and/or a ticket should be issued. Should the officer make the decision to arrest one or more students or to issue a ticket(s), each ticket can range up to $500 for each student.

Gambling: A wager or bet as defined by §47.01 of the Texas Penal Code and/or any other agreement between two or more persons that a sum of money or other valuable thing may be won or lost.

Gangs, Secret Societies, Sororities or Fraternities: Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of

violation of the *Student Code of Conduct,* or an organization composed
209 wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excluded from this definition. (See also, definition of Criminal Street Gangs.)

Gender Based Harassment - Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Graffiti: Making markings, drawings, or paintings on tangible property while on school grounds without the consent of the school, school district or owner.

Harassment: Repeated threats to cause harm or bodily injury to another student, engaging in intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Hate Crime - A hate crime is the violence of intolerance and bigotry, intended to hurt and intimidate someone. "A criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity

Hazing: An act against a student that endangers the mental or physical health or safety of a student. Fully defined in the Texas Education Code §37.151

Hazing (Criminal Offense): Any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization if the act endangers the mental or physical health or safety of a student.

Hit List: A list of people targeted to be harmed.

Homebound Instruction: Instructional services for currently enrolled students who provide a licensed physician's report that gives a diagnosis and describes why the enrolled student will be confined to home for 4 or more weeks. The medical condition should impede the student's ability to attend school activities, classroom instruction, or part-time employment (when applicable) for 4 or more weeks due to the severity of the health restrictions.

Horse Play: To engage in mutual pushing and shoving, chest bumping, tussling, etc.

Indecent Assault: Actions taken without the consent of the other person which are to gratify the sexual desire of any person. The actions include: (1) touching the anus, breast, or any part of the genitals of another person; (2) touching another person with the anus, breast, or any part of the genitals of any person;

(3) Exposing or attempting to expose another person's genitals, pubic area, anus, buttocks or female areola; (4) causing another person to contact the blood, seminal fluid, vaginal fluid, saliva, urine, or feces of any person.

In-school Suspension: A special classroom designated as the in-school suspension room. In this setting, the student receives assignments/instruction in each course to the extent possible, with little or no opportunity for social interaction with peers. A student on in-school suspension shall not be allowed to participate in extracurricular or after-school activities.

Instigate: To provoke or incite; to encourage toward a criminal act or a violation of the *Student Code of Conduct*.

LEA (Local Education Agency): A local entity involved in education including but to limited to school districts, county offices of education, direct-funded charter schools, and special education local plan area (SELPA).

Leaving Campus: After arriving on campus, students are not permitted to leave without administrative approval. Students are **required** to go to the office so parents can be notified of the student's intent to leave campus. Leaving campus before or during school without permission may result in corrective action.

Location-restricted Knife: As defined by law, a knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including a dirk, stiletto and poniard; bowie knife; sword; or spear, or is a defined by local policy. Penal Code 46.01(6); Education Code 37.007(a)(1)(B)

Look-Alike Weapon: Possessing or using a carbon copy weapon as an authentic weapon.

Metal Detectors: The district is authorized by the Board of Trustees [FNF (LOCAL)] to use metal detectors to screen for weapons and other contraband. The district's use of metal detectors is to minimize the risk of weapons on campus and is determined to be a desirable technique for campus security. No student, employee or visitor should be subject to the dangers inherent in a knife, firearm or other weapon being carried onto the campus by another person. Metal detectors are randomly used on buses, during school hours and upon entering buildings for extracurricular activities.

Obscene: Something which is considered indecent or lewd; something which is objectionable or offensive to the accepted standards of decency.

Offensive: Something which is considered to be disagreeable, distasteful, obnoxious, or objectionable by a reasonable person.

Out of school suspension (Home based instruction): An unsupervised educational setting in which a student is given assignments to complete at home. The student shall receive an excused absence while assigned to out of school suspension. Each suspension may not exceed three days. A student may have more than one suspension per semester; however, the total days of suspension shall not exceed six days per semester unless approved by the Superintendent or designee. Any student who is

assigned out of school suspension shall not be allowed on any AISD campus nor allowed to participate in extracurricular or after school activities for the day(s) out of school suspension is assigned.

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Assignments will be provided for the student as soon as possible after placement in out of school suspension. Assignments should be returned as soon as completed and assignments should be returned on the first day back to class. Students on short-term placements may not receive assignments until they return. Full credit will be given for completed assignments.

Paging Device: A telecommunication device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. (TEC 37.082)

Pantsing: The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants), typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing. While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result disciplinary actions, as it is increasingly treated as a serious bullying offense.

Parent/Guardian: Means the biological/genetic mother or father of a child, a court-ordered guardian of a minor child or a person who has accepted responsibility for the child in writing in a form acceptable to the school district.

Persistent misbehavior: Two or more violations of the *Student Code of Conduct* in general or repeated occurrences.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Piercings: Performing/Allowing Body Piercing & Tattoos -is a dangerous, prohibited activity that can result in serious health risks, such as infections and bloodborne pathogen transmission. Students often use unsafe, improvised tools like sewing needles, leading to infections. This behavior is generally treated as a high-level infraction, potentially possession of prohibited items, and may involve police.

Pornography: Explicit depiction or description of sexual acts.

Possession:

- To have contraband on one’s person, in one’s vehicle, or in the vehicle driven by a student to/on campus, or in one’s personal effects, such as a coat, purse, book bag;
- To touch or handle contraband;
- To have contraband under one’s control;
- To have contraband in one’s locker; or

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- To be in a vehicle either as a driver or passenger with the knowledge that contraband is contained in the vehicle.

Profane Language: Profane language is any language directed to another person with the intent to incite a breach of the peace. Profane language may result in a citation issued by the police.

Progressive Discipline: The system of discipline infractions and corrective actions which are listed in Groups I, II, III, IV. Group I includes the least serious offenses, while Group IV is a serious level of offense with serious corrective actions. Under progressive discipline, a student who repeatedly violates a lower level of expectations without changing their undesirable behavior may automatically progress to a more serious level of corrective action.

Prohibited Substance: Means any substance that when introduced into the body impairs or has the potential to impair the normal use of one's mental or physical faculties; a prescribed or legal substance that is taken in an amount greater than the recommended dosage or that is prescribed for a different person or purpose.

Prohibited Weapon: As defined by the Texas Penal Code §46.05 and also means any object that is used or intended to be used as a weapon to inflict pain or injury upon another.

Propped doors: Refers to doors that are intentionally held open using an object or device—like a wedge, doorstop, or even furniture—so they don't close automatically. Potential issues with propped doors:

- Security risk – Someone could enter a restricted area unnoticed
- Fire safety hazard – Many doors are designed to automatically close to slow the spread of fire/smoke
- Violation of building codes or policies

Public Display of Affection: The only appropriate public displays of affection at school are hand holding, walking arm-in-arm, and/or a brief hug, as in a greeting between any two persons that does not disrupt the learning environment.

Restorative Language: Affective questions and statements that are used to develop interpersonal relationships leading to safe, collaborative classroom culture.

Retaliation: The act or threat of doing harm or taking action toward another person because the person exercised legal authority over the student, disciplined the student or reported the student.

Robbery: Causing injury or fear of imminent injury or death while stealing or committing theft.

School Day: The time a student first enters a school building for the day until the last dismissal bell for the day. For students participating in school-related activities off-campus and/or school-related activities that begin before the first school bell of the day or conclude after the last

dismissal bell of the day. School personnel supervising such activities have discretion when the school day begins and ends.

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Section 504: Having physical or mental impairment, which substantially limits one or more major life activities.

Self Defense: The use of force against another to the degree a person reasonably believes the force is immediately necessary to protect their self. The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when:

- The student provokes, invites or encourages the use of physical force by another person.
- The student has an opportunity to avoid physical force or to inform a school official of the threatened use of force.
- The student uses physical force after the other party abandons or attempts to abandon a fight or confrontation.

Serious Misbehavior:

- Actions or demonstrations that substantially disrupt or materially interfere with school activities
- Any Title V offense under the Texas Penal Code
- Bullying
- Coercion, as defined by Section 1.07 of the Texas Penal Code
- Criminal mischief, under Section 28.03 of the Texas Penal Code
- Extortion, or blackmail
- Deliberate violent behavior that poses a threat to the health or safety of others
- Falsification of records, passes or other school-related documents
- Fighting, committing physical abuse, or threatening physical abuse
- Hazing
- Harassment, under Section 42.07(a)(1) of the Texas Penal Code, of a student or district employee
- Indecent exposure, under Section 21.08 of the Texas Penal Code
- Insubordination
- Leaving school grounds without permission
- Murder
- Personal hazing, under Section 37.152 of the Texas Penal Code
- Possession of or conspiracy to possess any explosive or explosive device
- Possession or distribution of pornographic materials

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- Profanity, vulgar language, or obscene gestures
- Public lewdness, under Section 21.07 of the Texas Penal Code
- Refusal to accept discipline assigned by the teacher or principal
- Robbery or theft
- Sexual harassment of a student or district employee
- Vandalism

Serious or Persistent Misbehavior includes but is not limited to:

- Behavior identified by the district as grounds for discretionary DAEP placement
- Actions or demonstrations that substantially disrupt or materially interfere with school activities
- Refusal to attempt or complete school work as assigned
- Insubordination
- Profanity, vulgar language, or obscene gestures
- Leaving school grounds without permission
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal

Sexting: Taking, sending or forwarding obscene, sexually oriented, or sexually explicit nude or partially nude images of oneself or others, or sending or forwarding texts that are obscene, sexually oriented, or sexually explicit. In some instances, such acts have been classified as illegal, e.g., child pornography.

Sexual Assault: Sexual contact or behavior that occurs without explicit consent of the victim.

- Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental capacity.
- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

Sexual Coercion: Threatening to commit certain offenses unless the victim agrees to give actor intimate visual material, perform sexual act, or give actor money.

Sexual Conduct: When a student touches the private body parts of their self or engages in sexual contact with another person for the purpose of sexual gratification. An offense of sexual conduct may result in notification of Child Protective Services and/or local law enforcement agencies.

Sex discrimination: Treating someone differently or worse because of their actual or perceived gender or gender identity. This includes conduct based on sexual orientation, such as unwelcome sexual advances, requests for sexual favors, or other unwanted sexual conduct. This conduct can be physical, such as massages or hugs, or verbal, such as vulgar jokes or discussions about sex.

Sexual Harassment: To engage repeatedly in unwelcome sexual advances, requests for sexual favors, sexually abusive or vulgar language or other verbal, visual, or physical conduct if such conduct with a student or staff creates an intimidating, hostile, or offensive school environment.

Sexual harassment may result from an intentional or unintentional action and can be subtle or blatant. It can be verbal or physical and can occur in any setting. The context of events can be important in determining whether particular acts constitute sexual harassment.

Sexual harassment can range from nonverbal remarks to physical assault and includes but is not limited to:

- **Verbal**
  - Slurs, name calling
  - Sexual innuendo and other suggestive, offensive or derogatory comments
  - Humor or jokes about sex
  - Remarks about someone's body or apparel
  - Catcalls

- **Nonverbal**
  - Leering
  - Suggestive or insulting sounds or gestures
  - Offensive printed or written material
- **Physical**
  - Unnecessary and unwanted physical contact
  - Impending or blocking movements, which suggest sexual advances
  - Physical assault

The considerations listed above are not all inclusive but rather serve as examples.

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Corrective Actions for a student who is found to have engaged in sexual harassment may range from parent contact to an assignment to an alternative education program depending on the nature of the inappropriate behavior.

Sexual Violence - Sexual violence is any sexual act or attempt to obtain a sexual act by violence or coercion, acts to traffic a person or acts directed against a persons's sexuality, regardless of the relationship to the victim.

Slap Boxing/Sparring: To engage in motions of attack or defense with the arms, hands, legs or feet.

Slurs: Any statement that degrades or demeans any person's racial, ethnic, cultural or national origin, religion, disability, sexual preference, gender, and/or gender identity.

Sports Drink: A non-carbonated drink designed to quench thirst faster than normal water to replenish the sugar and minerals lost from the body during physical exercise.

Stalking: A pattern of unwanted conduct directed at another person that threatens or endangers the safety, physical or mental health, or life or property of that person, or creates a reasonable fear of such a threat or action. Also refer to the section on Harassment and Sexual Harassment and to Penal Code §42.072

Telecommunication Device: A device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor.

Terroristic Threat: A threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building, room; place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state or a political subdivision of the state (including the school district).

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Theft: When a person commits an offense that unlawfully appropriates property with the intent to deprive the owner of the property.

Threats: An expression of intention or warning that one will inflict harm, evil, injury, or damage.

Threatening to use a firearm: If in a manner intended to cause alarm or personal injury to another person or to damage school property, the person intentionally, threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus and was in possession of or has immediate access to the firearm or threatens to exhibit or use a firearm in or on property, including a parking lot, parking garage, or other parking area, that is owned by a private or public school or on a bus.

Title 5 offenses: Those that involve injury to a person and include murder; kidnapping; trafficking of persons; smuggling or continuous smuggling of persons; assault; aggravated assault; sexual assault; aggravated sexual assault, unlawful restraint; continuous sexual abuse of a young child or disabled individual; bestiality; improper relationship between educator and student, voyeurism; indecency with a child; invasive visual recording; disclosure or promotion of intimate visual material; sexual coercion; injury to a child, an elderly person or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to die by suicide; and tampering with a consumer product [See Board Policy FOC(EXHIBIT)]
http://pol.tasb.org/Policy/Code/1098?filter=FOC

Under the Influence: Lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger corrective action.

Title IX: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX protects against sex discrimination, sexual harassment, sexual violence, and retaliation against people who make or participate in complaints about sex discrimination.

Unauthorized Entry: In order to help maintain the integrity of our facilities, all students and visitors are required to follow the district protocols for accessing any AISD facility. This means that all persons must enter through the officially-designated entry point(s) for each location. Unauthorized entry into an AISD facility is not allowed and any violation thereof is deemed a serious breach of safety protocols. This applies any student who gains unauthorized entry or allows another to gain unauthorized entry into any facility. Unauthorized entry occurs when a student:

- Knowingly or intentionally enters into a district facility without going through an officially-designated entry point,

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- Allows any person entry into any district facility by opening, propping, or otherwise rendering a door, window, or other access point unsecure, regardless if the door, window, or access point is deemed an officially-designated entry point, and/or
- Tailgating or piggybacking a staff member or other authorized student who enters into a facility through any entrance other than an officially-designated entry point during normal ingress times(*).

Vandalism: Willful or malicious acts that are intended to damage or destroy property and/or reckless acts that result in the damage or destruction of property.

Volatile Chemical: Anything used for other than its intended purpose that may alter one's mood.

Weapon: An object, instrument, substance, or device used for inflicting bodily harm or physical damage.

Weapon Free Zone: As defined in the Texas Penal Code §46.11.

Zip gun: A device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled bore barrel by using the energy generated by an explosion or burning substance.

	2025-2026 Original Wording	*2026-27 Proposed Wording*	*Changes made by:*	*Rationale*	*Committee Notes*
	Group 3 Misbehaviors/ Misbehavior Definitions Pg. 37 & 38 - No previous wording	Add - Pantsing (no exposure of private parts) - The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants), typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing. While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result disciplinary actions, as it is increasingly treated as a serious bullying offense.	***Student Services & Tile IX Departments***	Pantsing involves personal boundaries that can constitute harassment, bullying, or even assault depending on the circumstances. It undermines student safety and dignity, can result in physical injury or emotional harm, and often occurs publicly in a way that is humiliating and disruptive to the learning environment. Clearly identifying exposure versus no exposure with pantsing in the SCOC also ensures uniform enforcement, reduces ambiguity in discipline decisions, and reinforces expectations for respectful physical conduct among students.	
	Group 4 Misbehaviors/ Misbehavior Definitions Pg. 40 & 42 - No previous wording	Add - Pantsing (with exposure of private parts) - The act of pulling down a person's pants, shorts, skirts, skorts, jorts, dresses, and similar clothing (and often their undergarment and underpants), typically in a public setting to cause embarrassment, humiliation, or as a joke. Context: It is commonly associated with school bullying, locker room pranks, or hazing. While sometimes viewed as harmless by others, it is considered a form of harassment or simple assault that could result disciplinary actions, as it is increasingly treated as a serious bullying offense.	***Student Services & Title IX Deptartments***	Pantsing involves personal boundaries that can constitute harassment, bullying, or even assault depending on the circumstances. It undermines student safety and dignity, can result in physical injury or emotional harm, and often occurs publicly in a way that is humiliating and disruptive to the learning environment. Clearly identifying exposure versus no exposure with pantsing in the SCOC also ensures uniform enforcement, reduces ambiguity in discipline decisions, and reinforces expectations for respectful physical conduct among students.	
	Group 4 Misbehaviors/ Misbehavior Definitions Pg. 40 & 43 - No previous wording	Add - Performing/Allowing Body Piercing & Tattoos -is a dangerous, prohibited activity that can result in serious health risks, such as infections and bloodborne pathogen transmission.Students often use unsafe, improvised tools like sewing needles, leading to infections. This behavior is generally treated as a high-level infraction, potentially possession of prohibited items, and may involve police.	***SCOC Committee***	Health Hazards: Using dirty or shared needles can lead to infections (e.g., in the lips or ears) and the spread of diseases. Piercings involve breaking the skin and carry a risk of infection, allergic reaction, bleeding, and improper aftercare, which are not appropriate to manage in a school setting.	
	Technology Regulations - Improper Use of Technology On and Off Campus Pg 75 - No previous wording	Add bullet - • Taking pictures and or videos in an unauthorized area (bathroom, locker room)	***SCOC Committee***	Students could be taking videos in these areas when A4TD is not in effect. It also increases the risk of harassment, bullying, and the non-consensual sharing of sensitive or explicit images, which can escalate into severe emotional harm, disciplinary consequences, and even criminal charges depending on intent and content. Prohibiting this conduct helps ensure student safety, protects personal privacy, and maintains a secure and respectful school setting.	
	Rage Baiting	Rage Baiting defined as the deliberate creation of inflammatory, absurd, or offensive content to provoke anger, frustration, or outrage. As a manipulative tactic, it aims to drive engagement (clicks, comments, shares) and boost social media algorithms for financial gain, rather than engaging in genuine discussion.	***Operations/Student Services***	Rage baiting is a form of instigating whch means to provoke or incite; to encourage toward a criminal act or a violation of the SCOC. We already address this through broader terms like **instigation, disruption, harassment, and inciting**. Because rage baiting is essentially a modern digital expression of instigation, creating a separate category would be redundant and potentially complicate enforcement.**Existing rules already cover it**: Any rule prohibiting instigating conflict, disrupting school, or encouraging negative peer interactions already captures it. Whether done in person, verbally, or online through social media, the underlying conduct is still instigation. Adding specific modern terms like “rage baiting” can lead to constant updates as slang evolves, whereas “instigation” is stable and legally/administratively durable.	

ARLINGTON INDEPENDENT SCHOOL DISTRICT
THE BOARD OF TRUSTEES
Minutes

Regular Meeting — Wednesday, May 20, 2026
5:00 PM

Members Present: President Justin Chapa, Vice President Sarah McMurrough, Secretary Brooklyn Richardson, Melody Fowler, David Wilbanks, Larry Mike and Leanne Haynes

Members Absent: None

Media Present: None

CALL TO ORDER: Board Room

President Chapa called the meeting to order in the Board Room at 5:04 p.m. with seven trustees present at the Administration Building, 690 E. Lamar Boulevard, Arlington, Texas.

CEREMONY FOR ADMINISTERING THE OATH OF OFFICE TO NEWLY ELECTED BOARD MEMBERS:

A. Place 6- Brooklyn Richardson

Dr. Jeff Reid, Ms. Richardson's father administered the Oath of Office

B. Place 7- Leanne Haynes

Texas State Representative David Cook administered the Oath of Office.

President Chapa called for a brief recess to convene into closed session at 5:16 p.m.

RECONVENE INTO OPEN SESSION: Board Conference Room

President Chapa convened the Board into the open meeting at 7:11 p.m. with all seven trustees resent at the Administration Building. Members of the public could access the meeting via AISD website at www.aisd.net.

OPENING CEREMONY:

Kenya Wagner from Blanton Elementary led the audience to the Pledge of Allegiance. President Chapa called for a moment of silence.

OPEN FORUM FOR AGENDA ITEMS: (Ratification and Officers)

N/A

ACTION:

A. Consider Ratification of Administrative Appointments

Superintendent Smith recommended that the Board appoint the individual(s) discussed in closed session for principal (s) positions.

Motion by Melody Fowler, second by David Wilbanks, to approve the administrative appointments as recommended in closed session.

Voting For: 7
Voting Against: 0

Dr. Smith introduced Andrea Trowbridge as the new Principal of Farrell Elementary School, currently the Assistant Principal at Sherrod Elementary.

Dr. Smith introduced Carin Tufts as the new Principal of Bailey Jr. High School, currently the Principal at Burgin Elementary.

Dr. Smith to introduced Lee Jones as the new Principal of Sam Houston High School, currently the principal at Bowie High School.

B. Election of Board Officers

Motion by Justin Chapa to elect Sarah McMurrough as President, Leanne Haynes as Vice-President and Brooklyn Richardson as Secretary, second by Melody Fowler.

Voting For: 7
Voting Against: 0

RECOGNITIONS:

A. Student Performance

The Blanton Eagles Elementary Choir under the direction of Carlee Monthie, performed three special selections: “Count on Me” by Bruno Mars, “Stand by Me” by Ben E. King, and the beloved Blanton Eagles School Song.

B. Visual Arts All-Staters

Arlington ISD high school students who earned the prestigious title of Visual Arts All-Stater through the Texas Art Education Association’s Visual Arts Scholastic Event (VASE). This honor is the highest individual recognition a Texas high school art student can achieve and places these students among the top young artists in the state. Their artwork was selected for its originality, technical skill, creativity, and personal expression. Of more than 2,100 entries statewide that advanced to State VASE, 150 earned the prestigious Gold Seal distinction – and three of Arlington ISD’s 37 entries received that distinction.

Arlington HS:
- Britney Alvarado
- Leanne Blair
- Sebastian Gallegos
- Zuzu Hernandez Torres
- Charlotte Holloway
- Daniya Poole
- Angel Saavedra
- Lyric Saldana

Bowie HS:
- Oluwaremi (Remi) Babington
- Desiree Garcia
- Dakota Matlock

Dr. Marcelo Center for Visual and Performing Arts:
- Mobina Moradtalab
- Joanna Triana

Lamar:
- Karma Burton
- Cameron Evans
- Victoria Gonzalez
- Grace Miranda
- Eli New
- Cassandra Ramirez
- Jaquelin Rodriguez - Gold Seal Medalist

Martin:
- Greer Allen
- Sayeida Al-refai
- Jackson Boykin
- Maribel Castillo
- Mia Herrera
- Colby Howland
- Diana Ismail
- Jacquelyn Mens - Gold Seal Medalist
- Jasmine Nguyen
- Hanna Parcus
- Mia Romano
- Mattie Storrs
- Madelyn Wood

Sam Houston:
- Chris Guerrero

C. District Track State Qualifiers

Arlington ISD's track and field state qualifiers were recognized by the Board. The student athletes recently competed at the UIL State Track and Field Meet this past weekend after earning their spot among the top competitors in Texas. In recognition of their achievement, each student will also receive a commemorative letterman patch tonight.

Lamar HS:
- Delia Bass- 5th place winner in the 100M Wheelchair Racing with a time of 23.94 seconds & 5th place winner in the 400M race with a time of 1 minute and 41 seconds

Martin HS:
- Caitlyn Cavitt -1st place winner in long jump with a 20 feet and 7 inch jump and 4th place winner in the 100M dash with a time of 11.35 seconds

Martin HS:
- Kevin Grant - 3rd place winner in long jump with a 24 feet and 2.5 inch jump

Seguin HS:
- Nicholas McAlister, Keith Hoffman, Michael Jackson, Cameron Henderson - 4th place winners in the 4x100 relay with a time of 41.07 seconds

D. Western National Tournament Champion- Martin High School Competitive Archery Team

The Martin Archery team, led by Coach Alex Villanueva brought home their third consecutive National Archery in the Schools Program Western National Championship title.

RECESS:

President Chapa adjourned the meeting at 7:43 p.m. for a brief recess. The meeting was reconvened at 7:53 p.m. with seven trustees in attendance.

Abigail Anderson	Student Opinion- District Re-Organization
Drew Romere	District Re-Organization
Amber Womack	Sixth Grade Placement Exploration
Tracy Tollefsen	Sixth Grade Placement Exploration
Martha Elena Howard	Board and Parent Collaboration
Sheila Nagy	Sixth Grade Placement Exploration
Patty Anderson	District Re-Organization
Michelle Sellers	District Re-Organization
Devon Hazelwood	Bullying
Sterling Hazelwood	Bullying
Carl Howell	District Re-Organization
Kristen Reneau	Sixth Grade Placement Exploration
Ryleigh Reneau	Sixth Grade Placement Exploration and District Re-Organization
Chanel Sneed	Library Material Review
Hannah Burton	Library Material Review
Caitlin Hogan	District Re-Organization

Ashlea Pierce	District Re-Organization
Ali Droogsma	Student Opinion- District Re-Organization

COMMITTEE AND STAFF REPORTS

A. Finance and Academics Committee Report

President McMurrough and the Chair of the Governance Committee reported that there was nothing to report.

B. Governance Committee Report

Vice President Leanne Haynes provided an update on previous Governance Committee discussions related to various policies and the Student Code of Conduct (SCOC).

C. 2026- 2027 Student Code of Conduct

Chief Operations Officer Dr. Michael Hill provided an update on the 2026- 2027 Student Code of Conduct. Annually the district assembles a committee composed of students, teachers, parents and staff to review/recommend changes to the Student Code of Conduct (SCOC). The committee reviewed changes in law as well as feedback from all stakeholders. This year, the administration worked with the committee to align the SCOC with the model provided by the Texas Association of School Boards (TASB). Dr. Hill previewed considerations for language changes that might be implemented into the document. The SCOC will be presented again at a future Board meeting for formal approval by the Board.

D. Key Progress Measures (KPM): Program Evaluation Report

Assistant Superintendent of Research and Accountability Department, Dr. Natalie Lopez presented an update on the Talent and Resources Key Progress Measure related to the program evaluation process. A comprehensive program evaluation process was developed to assess the district's current landscape through cross-departmental collaboration, with a focus on maximizing talent, resources, and operational efficiencies. The work resulted in the identification of programs for the first cycle of internal and external evaluations, advancing a culture of evidence-based decision-making and continuous improvement. The process also helps establish clear systemwide expectations to help inform decision-making and determine whether district investments are producing the intended outcomes.

Director of Research in the Research and Accountability Department, Dr. Genea Stewart, shared information regarding the Program Evaluation Self-Inventory Toolkit that was distributed to a group staff across departments. Stewart also reviewed the composition and role of the Program Evaluation Calendar Committee (PECC), which is responsible for reviewing self-inventory submissions and providing feedback on programs.

E. Technology Innovation Report

Chief Technology Officer Kyle Berger shared updates on recent milestones and the upcoming roadmap for the district's technological growth. Berger shared achievements including improving the digital experience through student focus groups, expanding career programs like Cybersecurity P-TECH, and enhancing operational efficiency via ERP modernization and asset audits. The district plans to launch an in-house internship model, deploy new Bond Program assets, and host neighborhood enrollment events to improve accessibility and strengthen community engagement. These efforts are intended to expand opportunities for students and families while increasing awareness of district programs and services.

ACTION:

A. Consider Approval of Additional Days School Year (ADSY) Calendar

Motion by David Wilbanks and second by Leanne Haynes.

Voting For: 7
Voting Against: 0

CONSENT AGENDA:

A. Approval of Minutes of Prior Meetings

B. Approval of Purchases Greater Than $100,000

C. Approval of Bids

D. Approval of Monthly Financial Report - March

E. Approval of Donations

F. Approval of Quarterly Investment Report - 3rd Quarter Ending March 31, 2026

G. Approval of Resolution Designating Individuals Authorized to Calculate the No-New-Revenue Tax Rate and Voter-Approval Tax Rate

H. Approval of the Interlocal Agreement between Arlington ISD and the City of Arlington for the 2026-2027 AISD Police Academy Program

I. Approval of the 2026-2027 School Resource Officer Contract with the City of Arlington for providing School Resource Officers in our secondary schools

J. Approval of 2026-2027 Board of Trustees Meeting Calendar

K. Approval of International Baccalaureate (IB) Reauthorization Statement(s) of Acceptance for Arlington High, Bowie High, and Crow Leadership Academy

Motion by Melody Fowler, second by Leanne Haynes.

Voting For: 7
Voting Against: 0

SUPERINTENDENT'S COMMENTS:

Superintendent Smith did not give his report.

TRUSTEE COMMENTS:

N/A

ADJOURNMENT:

President McMurrough adjourned the meeting at 9:53 p.m. The Board did not return to closed session.

END OF RECORDED MINUTES
May 20th, 2026

Secretary **President**

ARLINGTON INDEPENDENT SCHOOL DISTRICT
THE BOARD OF TRUSTEES
Minutes

Regular Meeting — Wednesday, May 21, 2026
5:00 PM

Members Present: President Justin Chapa, Vice President Sarah McMurrough, Secretary Brooklyn Richardson, Melody Fowler, David Wilbanks, Larry Mike and Leanne Haynes

Members Absent: None

Media Present: Ft. Worth Report, Spectrum

CALL TO ORDER: Board Room

Vice President Haynes called the meeting to order in the Board Room at 5:33 p.m. with four trustees present at the Administration Building, 690 E. Lamar Boulevard, Arlington, Texas. Trustee Chapa and President McMurrough joined the workshops later in the evening.

WORKSHOP:

A. Board Workshop: Population and Survey Analysts (PASA) Demographer Report

The Board received a demographic report presentation from PASA representatives Kris Pool and Caroline Crouch regarding Arlington ISD enrollment trends, housing development, and long-term student projections.

RECESS

Vice-President Haynes adjourned the meeting at 7:05 p.m. for a brief recess. The meeting reconvened at 7:18 p.m. with six trustees present. President Sarah McMurrough joined the workshop later in the meeting.

WORKSHOP:

B. Board Workshop: Compensation Plan Development Report

Chief Human Resource Officer Scott Kahl, Senior Director of Compensation, Benefits and Risk Management Holly Stambaugh, Chief Financial Officer Norberto Rivas, and Keith McLemore, Consultant with the Texas Association of School Boards (TASB), presented the 2026–2027 Compensation Plan Development Report. The presentation included a review of teacher and staff compensation comparisons within the local market, healthcare contribution considerations, and budget impact scenarios associated with potential compensation increases. Trustees discussed compensation models ranging from 0% to 4% increases, special education stipends, healthcare clinic options, employee retention, and the district's ongoing efforts to reduce the structural budget deficit while remaining competitive in employee compensation.

END OF RECORDED MINUTES
May 21st, 2026

Secretary **President**

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Lisa Phillips

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☑

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Approval of Purchases Greater Than $100,000

District Priority / Goals Addressed

Within the Board's priority of Talent and Resources, this agenda item requests Board approval for purchases exceeding $100,000, as required by District Policy CH (Local).

Background

District policy mandates that all purchases exceeding $100,000 receive board approval to maintain transparency and fiscal responsibility. These purchases support a variety of programs and needs across departments. Each recommended purchase has been reviewed by the appropriate departments and adheres to procurement standards.

Fiscal Implications

The total fiscal impact of these purchases is estimated at $3.2M. Funding for these items is available through the approved district budget under the designated funding source.

Recommendation

It is recommended that the board approve the proposed purchases over $100,000 as presented. These purchases are essential to maintaining high standards of service, safety, and educational quality within the district.

Submitted by: Norberto Rivas **Date:** May 22, 2026

ACADEMIC GROWTH
Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

CULTURE
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

SAFETY & DISCIPLINE
Create safe and productive learning environments in which every student and staff member can thrive.

MARKETING & ENGAGEMENT
Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arlington Independent School District
FY26 Purchases Greater than $100,000 Report
June 4, 2026

Control Number	AISD Department	Budget Owner	Vendor Name	Description	Fund Source	Estimated	Purchase Method
26-06-04-01	Technology	Kyle Berger	TeamDynamic Solutions LLC	TeamDynamix Year 2 of 5 Contract #AISDP00001 Licenses/Subscription (District Wide Ticket System)	Local	$128,750	TIPS
26-06-04-02	Technology	Kyle Berger	Netsync	Network Load Balancing Services	Local	$154,607	TIPS
26-06-04-03	Technology	Kyle Berger	Apple	JAMF Pro macOS and iOS MDM Annual Licenses Renewal	Local	$141,000	Choice Partners
26-06-04-04	Technology	Kyle Berger	CDWG	Chromebooks for Secondary Students	Bond	$1,736,034	24-86
26-06-04-05	Transformational Learning	Barry Fox	Edmentum	Virtual school license, consulting, coaching and program	Local	$148,986	TIPS
26-06-04-06	Facility Services	Kelly Horn	Elliott Electric Supply	HVAC & Electrical part and supplies	Local	$120,000	25-62
26-06-04-07	Facility Planning & Construction	Kelly Horn	Estes McClure & Assoc Inc	Martin HS HVAC Design Services	Local	$115,000	20-50
26-06-04-08	Facility Planning & Construction	Kelly Horn	Morales Construction Co.	Swift Elementary School - Fire Lane	Bond	$180,000	TIPS
26-06-04-09	Facility Planning & Construction	Kelly Horn	Morales Construction Co.	Young Junior High - Paving Repair	Bond	$487,470	TIPS
						$3,211,847	

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Lisa Phillips

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☑

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Approval of Bids

District Priority / Goals Addressed

Within the Board's priority of Talent and Resources, this agenda item requests Board approval for awarding bids to support the procurement of goods and services.

Background

No new bids presented on the Consent Agenda: Bid renewals for 24-61 and 25-68.

Fiscal Implications

The approval of these bids is expected to impact the District's budget by $850,000.

Recommendation

It is recommended that the Board approve the bids as outlined in the supporting documentation.

Submitted by: Norberto Rivas **Date:** May 25, 2026

ACADEMIC GROWTH
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TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arlington Independent School District
Bid Renewals
Date: June 4, 2026

Control No.	AISD Department	Budget Owner	Vendor Name	Goods or Services	Estimated Amount	Fund Source	Purchase Method
26-06-04-01	Multiple	Multiple	Multiple	Interpreter Services (Final Renewal)	$350,000	Local	24-61
26-06-04-02	Multiple	Multiple	Multiple	Staffing and/or Temporary Labor (1st of 2 Renewals)	$500,000	Local	25-68
					$850,000		

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Melody Lopez

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☑

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Approval of Personnel Recommendations: New Hires, Retirements, Resignations, Terminations, and Non-Renewals

District Priority / Goals Addressed

The purpose of this consent item is to approve the personnel items, which includes new hires, retirements, resignations, terminations, and non-renewals. This action aligns with the District's priority of maximizing Talent and Resources by ensuring appropriate staffing adjustments.

Background

Information on new hires, retirements, resignations, terminations, and non-renewals is presented for approval on a monthly basis.

Fiscal Implications

None

Recommendation

Administration recommends approval of new hires, retirements, resignations, terminations, and non-renewals as presented.

Submitted by: Sarah Kahl **Date:** May 26, 2026

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New Employees Hired 04/22/2026 - 05/21/2026

LAST NAME	FIRST NAME	LOCATION	POSITION	START DATE	LEVEL
KIRKPATRICK	MAGDALENA	ANDERSON	5TH ESL	5/8/2026	ELEM

Elementary Summary	
Teacher	0
Teacher ESL	1
Total	**1**
Secondary Summary	
Teacher	0
Teacher ESL	0
Total	**0**
Non-Campus Staff Summary	
ADMIN	0
Total	**0**
Grand Total	**1**

Separation of Service - Effective Between April 22, 2026 to May 21, 2026
For Information Only. No Board Action Required.

CODE	Last Name	First Name	Organization	Job Title	Last Work	YR
Employee Initiated - Resigned in Lieu of Termination						
(1)	Diaz	Flora	Facilities Planning	Secretary - Director Facility Planning & Construction	4/30/2026	10
Employment Outside of Education	Martinez	Maria	Pearcy Elementary	Secretary - Elementary	5/8/2026	12
(2)	Elkins	Whitney	Gunn Jr High School	Nurse	5/1/2026	10
Employment with Another District	Pedraza	Kristy	Patrick Elementary	Title I School Support Dean - Elementary	4/24/2026	8
(2)	Skinner	Billy	Lamar High School	Head Football Coach/Athletics Coordinator	5/3/2026	15
Medical Reason						
(1)	Gans	Cheyenne	Ousley Jr High School	Math Teacher 7-8	4/11/2026	5
Moving Out of the Area	O'Hara	Tammy	Ditto Elementary	Classroom Assistant Elementary Special Ed - Inclusion	5/1/2026	2
(3)	Palmer	Anna	Arlington High School	Attendance Clerk - High School	5/13/2026	1
	Castleberry	Josefina	Ellis Elementary	ESL Elementary Teacher K-6	4/24/2026	1
Reason Not Specified	Cruz	Karina	Spec Ed Support Services	Audiology Assistant	4/27/2026	4
(9)	Eastwood	Trisha	Lamar High School	Classroom Assistant High School Special Ed - Alt Curriculum	3/30/2026	1
	Garcia	Esmeralda	Goodman Elementary	Classroom Assistant Elementary Special Ed - Alt Curriculum	5/1/2026	1
	Henson	Angela	Dunn Elementary	Classroom Assistant Elementary Special Ed - ABLE	5/4/2026	5
	Kelly	Margaret	Martin High School	Data Clerk - High School	4/29/2026	1
	Stephens	Tomieka	Kooken Elementary	Classroom Assistant Elementary Special Ed - ISPD	4/24/2026	2
	Thao	Jessica	Lamar High School	Registrar - High School	4/27/2026	0
	Jenkins	Tena	Chief Human Resources Officer	Human Resource Partner	5/13/2026	0
	Irving	Charles	Anderson Elementary	Special Education ABLE Teacher - Elementary	5/1/2026	2

Total Separations
(18)

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Dr. Jennifer Collins

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☑

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Approval of Weather and Low Attendance Waiver Days

District Priority / Goals Addressed

The state of Texas allows district and campus officials to request waivers for excused absences or reduced attendance rates that are the result of inclement weather, health, safety-related, or other issues. This item provides information regarding the incidents from the 2025-2026 school year for which we are requesting a low attendance waiver. All attendance waivers require board approval.

Background

For the 2025-2026 school year, Arlington ISD would like to request low attendance waivers for the following dates, campuses, and reasons. Additional details and documentation for each incident is included on the attached report.

Date of Low Attendance	Campus Name or All Campuses	Reasons
January 23, 2026	All Campuses	Weather
January 29, 2026	Amos ES	Weather
January 29, 2026	Atherton ES	Weather
January 29, 2026	Bebensee ES	Weather
January 29, 2026	Berry ES	Weather
January 29, 2026	Bryant ES	Weather
January 29, 2026	Burgin ES	Weather
January 29, 2026	Ellis ES	Weather
January 29, 2026	Farrell ES	Weather
January 29, 2026	Goodman ES	Weather

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January 29, 2026	Kooken	Weather
January 29, 2026	Remynse ES	Weather
January 29, 2026	Sam Houston HS	Weather
January 29, 2026	Starrett ES	Weather
January 29, 2026	Venture	Weather
January 29, 2026	Williams ES	Weather
January 30, 2026	Kooken	Weather

Fiscal Implications

Low attendance waivers can excuse instructional days from Average Daily Attendance (ADA) and the Foundation School Program (FSP) funding calculations that have attendance at least 10 percentage points below the last year's overall average attendance, for the district or applicable campus due to inclement weather, health, or safety-related issues.

Recommendation

Approve the Low attendance waivers as recommended.

Submitted by: Dr. Jennifer L. Collins **Date:** May 28, 2026

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25-26 Low Attendance Waivers
Arlington ISD

Date of Low Attendance	Campus Name or All Campuses	Reasons	% of Attendance	Average % of Attendance for Previous Year	Number of Minutes on the Low Attendance Day
January 23, 2026	All Campuses	Weather	79.5%	93%	445
January 29, 2026	Amos ES	Weather	82.4%	94%	445
January 29, 2026	Atherton ES	Weather	81.6%	93.4%	445
January 29, 2026	Bebensee ES	Weather	84.2%	94.3%	445
January 29, 2026	Berry ES	Weather	82.1%	92.5%	445
January 29, 2026	Bryant ES	Weather	84.3%	94.8%	445
January 29, 2026	Burgin ES	Weather	81.7%	93.5%	445
January 29, 2026	Ellis ES	Weather	82.1%	92.1%	445
January 29, 2026	Farrell ES	Weather	81.5%	93.9%	445
January 29, 2026	Goodman ES	Weather	80.7%	93.6%	445
January 29, 2026	Kooken	Weather	74.3%	89.3%	445
January 29, 2026	Remynse ES	Weather	80.6%	92.7%	445
January 29, 2026	Sam Houston HS	Weather	76.7%	88.6%	445
January 29, 2026	Starrett ES	Weather	79.6%	93.9%	445
January 29, 2026	Venture	Weather	72.5%	87.3%	445
January 29, 2026	Williams ES	Weather	83.0%	93.4%	445
January 30, 2026	Kooken	Weather	78.14%	89.3%	445

Documentation Links:

[Weather artifacts]

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Delisse Hardy

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☑

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Approval of Arlington ISD and Dallas Holocaust and Human Rights Museum Memorandum of Understanding for 2026-2027 Student Field Trips

District Priority / Goals Addressed

Aligned with the Board priority of Academic Growth the Dallas Holocaust and Human Rights Museum provides an engaging, standards-aligned learning experiences that promote critical thinking, historical analysis, civic understanding, and student engagement beyond the classroom.

Background

The Dallas Holocaust and Human Rights Museum provides educational programming and interactive learning experiences aligned to state standards and instructional goals in social studies, history, civics, and character education. This partnership provides experiential learning opportunities for 10th grade World History students and aligns with the Texas Essential Knowledge and Skills (TEKS) for Social Studies, including standards related to U.S. History, World History, Government, Citizenship, Culture, and Civic Engagement.

Fiscal Implications

None

Recommendation

Administration recommends approval of the Memorandum of Understanding with Dallas Holocaust and Human Rights Museum as presented.

Submitted by: **Date:** May 26, 2026

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DALLAS HOLOCAUST AND HUMAN RIGHTS MUSEUM

ARLINGTON ISD PARTNERSHIP MEMORANDUM OF UNDERSTANDING
2026-2027 Academic Year

I. PARTIES

The parties to this Agreement are the Dallas Holocaust and Human Rights Museum, a Texas nonprofit corporation, hereinafter referred to as the "Museum," and the Arlington Independent School District, a political subdivision of the State of Texas and a legally constituted independent school district, hereinafter referred to as the "ISD".

II. PURPOSE

This Agreement is to outline the terms and conditions for the partnership between the Museum and the ISD to have ISD students participate in in-person field trips provided by the Museum during the 2026-2027 ISD academic year.

III. SERVICES TO BE PROVIDED

The Museum agrees to donate the following pre-approved field trips, education program, and services to the ISD:

1,500 total admissions to the ISD to visit the Museum on in-person field trips for students enrolled in World History in 10th grade. Total admission includes ISD students, teachers, and ISD-approved adult chaperones.

School bus transportation reimbursements for transportation to and from the Museum after receipt of an official invoice from the ISD.

ISD Partnership Registration Form for ISD teachers to provide in-person field trip details and registration information to the Museum. The Museum will share registration information with designated ISD contact persons.

Logistical support for teachers before and during the in-person field trips.

Curriculum-aligned lesson planning and professional development support by the Museum's education team in preparation for the in-person field trips upon the ISD staff's request.

Pre-visit or pre-program logistical and resource portal for ISD Partnership Portal at https://dhhrm.canto.com/v/ISDpartner for ISD educators.

Targeted outreach and registration support to the ISD's teachers to encourage them to register for the in-person field trips upon request by ISD staff. All outreach materials will be downloadable in the ISD Partnerships Portal at https://dhhrm.canto.com/v/ISDpartner.

The ISD agrees to provide the following logistical support to facilitate the in-person field trips, virtual field trips, and education programs by the Museum:

Designate Shay Stavenhagen, Social Studies Coordinator, and Chris Salaam, Social Studies Specialists, or equivalent person in these positions, as the contact person for the ISD to communicate with the group tours team at the Museum.

Pre-approve the in-person field trips and resources for clearance with the ISD's leadership and school principals.

Notify ISD school principals and lead teachers of the partnership with the Museum and the availability of in-person field trips.

Meet in August with the Museum's group tours team to review all logistical and registration information for the partnership.

Share the Museum's ISD Partnership Registration Form with the ISD's teachers to register for the in-person field trips and provide logistical support for all necessary registration.

Provide outreach support to the ISD's lead teachers to register for the in-person field trips through the Museum's ISD Partnership Registration Form.

Provide ISD's teachers with logistical support for the reservation of bus transportation to the Museum for in-person field trips. The ISD coordinator is responsible for reserving transportation, not the ISD teacher or Museum staff.

Email an official ISD invoice for the reimbursement of school bus transportation to the Museum's group tours team at grouptours@dhhrm.org by the first Thursday of the month after the ISD field trips have occurred. Late invoicing will delay reimbursement to ISD. Invoices for reimbursement will not be accepted after the end of the academic semester in which a field trip occurred and will not be reimbursed.

The ISD teachers will have the choice of the following educational experience(s):

a minimum 2.5-hour in-person field trip to the Museum that includes arrival, check-in, a tour of the permanent exhibition, flex time to relax in the courtyard and/or tour the special exhibition, lunch terrace reservation, and departure.

The ISD will adhere to the following requirements for the in-person field trips:

The ISD in-person field trip tour dates are only available on 10/30/2026, 3/3/2027, 3/4/2026, 3/22/2026, 3/23/2026, 4/29/2026, and 4/30/2026.

The ISD school groups should arrive by 10:30 a.m. for check-in and unloading. The in-person field trip starts at 11:00 a.m. ISD schools will exit the Museum at 1:00 p.m.

In-person field trip participants must be in 10th grade and enrolled in a World History course.

The ISD can bring up to:

- 10/30/2026 - 80 students, teachers, and accompanying adult chaperones
- 3/3/2026 - 250 students, teachers, and accompanying adult chaperones
- 3/4/2026 - 250 students, teachers, and accompanying adult chaperones

- 3/22/2026 - 360 students, teachers, and accompanying adult chaperones
- 3/23/2026 - 360 students, teachers, and accompanying adult chaperones
- 4/29/2026 - 250 students, teachers, and accompanying adult chaperones
- 4/30/3026 -250 students, teachers, and accompanying adult chaperones

The ISD is required to provide 1 adult chaperone for every 10 students. Any changes in chaperone ratio must be requested by the ISD Coordinator to the Museum at least 30 days (about 4 and a half weeks) in advance of the field trip date.

The ISD coordinator needs to share the Museum's ISD Partnership Registration Form with educators interested in registering for an in-person field trip.

For Fall 2026 in-person field trips, the Museum needs to receive registration information from the teacher at least 4 weeks before the pre-approved program date. **For Spring 2027 tour dates, the Museum needs to receive the registration form by December 15, 2025. If not, the pre-held Spring 2026 tour dates may be released to other school districts.**

The in-person field trip is not official until the Museum has received the ISD Partnership Registration Form.

The lead teacher will receive a confirmation email with the reservation details from the Museum's group tours team after the ISD Registration Form is completed. This confirmation email includes important logistical details for the in-person field trip, including tour information (arrival time, tour time, departure time, and field trip logistics), a bus parking map, visiting guidelines, an informational video, a pre-visit resource guide, and other tour details. The lead teacher MUST reply to this email to confirm receipt and the final attendance number to complete the reservation process.

The ISD contact person is required to cancel any in-person trips in writing at least 3 weeks before the tour date. The ISD contact person is required to notify, in writing, of any student attendance change of 50 or more students at least 2 weeks in advance. If the Museum does not receive a timely notice of cancellation or an attendance change, the ISD will be invoiced with a $150.00 cancellation processing fee.

The ISD can only reschedule in-person field trips on the pre-approved tour dates. The Museum has the option to award the ISD additional tour dates. The Museum reserves the right to change pre-approved dates upon adequate notice to the ISD.

The Museum reserves the right to cancel or change the field trip experience upon late arrival of the ISD's school group. ISD school groups arriving before their designated arrival time cannot enter the Museum.

The Museum gives permission to the ISD for ISD students and staff to consume lunch on its property in designated locations only. On the ISD Partnership Registration Form, the lead teacher must confirm that the school will consume lunch on Museum property. If this is not confirmed, the Museum will have no availability for the school group to eat lunch on its premises.

The ISD can purchase student lunches through the provided catering service, Food Glorious Food, at least 7 business days prior to the pre-approved tour date, or bring brown bag lunches

for the ISD's students. Brown bag lunches cannot be stored individually and must be packed in a labeled container. School groups must provide beverages when they bring brown-bag lunches. The Museum cannot provide water or other beverages.

The Museum may conduct anonymous surveys for student groups visiting the Museum. The Museum will collect IRB-approved, anonymous pre- and post-surveys from students and confidential post-surveys from teachers. At no time will any Museum know the identities of the students completing the survey, nor will they be able to obtain them. Teacher surveys will be identified by name and school to help match students in their group, but individual districts, schools, and teachers will not be identified in evaluation reports.

IV. AMOUNT OF THE AGREEMENT AND PAYMENT

In exchange for providing the above services, the Museum agrees to pay the admission/program costs ("the Admission Fee") for up to 1,500 ISD visitors. The Admission Fee has a value of up to $12,000.00.

In addition to the Admission/Program Fee, the Museum will reimburse the ISD for school bus transportation costs to/from the Museum for in-person field trips. The ISD is required to invoice to the Museum after the field trip tour date for the cost of school bus transportation, which shall not exceed $7,500.00. The Museum will reimburse the ISD within 30 days (about 4 and a half weeks) of receiving the invoice. The ISD must invoice the Museum on the 1st Thursday of the month after the field trip. The Museum shall not reimburse if the invoice is received after the culmination of the academic semester in which the field trip occurred.

The Museum will not provide transportation reimbursement for virtual field trips or virtual education programs.

V. INDEPENDENT CONTRACTOR

It is expressly understood and agreed that the ISD is an independent contractor and not an employee of the Museum. Employment related deductions such as withholding taxes and/or Social Security taxes shall not be withheld and are the responsibility of the ISD. Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, agent or employment relationship between Museum and ISD for any purpose whatsoever.

VI. TERMINATION

The Museum reserves the right, in its sole discretion, to terminate the Agreement and cancel the engagement upon a ninety (90) calendar day written notice by the Museum to the ISD, and upon such termination, the Museum shall have no further obligation or liability to ISD. The ISD may terminate this Agreement by giving the Museum ninety (90) calendar days' written notice.

VII. FORCE MAJEURE

If the Agreement becomes impossible to perform by either party due to acts of God, war, government regulations, disaster, strikes, civil disorder, curtailment of transportation facilities or other emergencies, beyond the reasonable control of Museum and ISD, making it illegal or impossible to fulfill the terms and conditions of this Agreement, this Agreement may be terminated for any one or more of such reasons

by written notice from one party to the other and neither party will have any liability or further obligations under this Agreement to the other party.

VIII. INSURANCE

The ISD and the Museum, each, agree to carry, and upon demand, provide evidence of a sufficient amount of insurance to provide coverage for any third-party liabilities arising out of or resulting from their respective obligations pursuant to this Agreement.

IX. LIMITATION OF LIABILITY/WAIVER

The Museum shall not be liable to ISD for any indirect, incidental, special, consequential, or punitive damages, including without limitation damages for lost profits, incurred by ISD, whether in an action in contract or tort, even if such damages were foreseeable or if the Museum has been advised of the possibility of such damages. The Museum shall not indemnify nor guarantee any obligation of ISD for the benefit of any third party.

The ISD hereby waives and releases the Museum, its officers, agents, employees, volunteers, and board members from any liability or responsibility of any kind for any loss, damage or injury to any person or property ("claims") arising from the services provided under this agreement, unless such claims result from the gross negligence or willful misconduct of the Museum.

X. GOVERNING LAW/VENUE

This Agreement shall be governed by and in accordance with the laws of the State of Texas. The venue of any suit or legal proceeding brought for any breach of this Agreement shall be in any court of competent jurisdiction in Dallas County, Texas.

XI. ASSIGNMENTS

The ISD may not assign this Agreement, in whole or part, and may not assign any right or duty required under it.

XII. SEVERABILITY CLAUSE

In the event that any provision of this Agreement is later determined to be invalid, void, or unenforceable, then the remaining terms, provisions, and conditions of this Agreement shall remain in full force and effect, and shall in no way be affected, impaired, or invalidated.

XII. DISPUTE RESOLUTION

Should a dispute arise out of the Agreement, the Museum and the ISD will first attempt to resolve it through direct discussions in a spirit of mutual cooperation. If the parties' attempts to resolve their disagreements through negotiations fail, the dispute will be mediated by a mutually acceptable third party to be selected by the Museum and ISD within fifteen (15) calendar days after receipt of written notice by one of them demanding mediation under this section. The ISD and Museum shall equally split the costs of the mediation unless the Museum, in its sole good faith discretion, approves its payment of a greater share of such costs. By mutual agreement, the Museum and the ISD may elect to participate in a non-binding form of dispute resolution other than mediation. The Museum's participation in or the results of any mediation or another non-binding dispute resolution process under this section or the provisions of

this section will not be construed as a waiver by the Museum of (1) any rights, privileges, defenses, remedies, or immunities available to the Museum; (2) the Museum's termination rights under this Agreement; or (3) other termination provisions of the Agreement. The ISD's participation in or the results of any mediation or another non-binding dispute resolution process under this section or the provisions of this section will not be construed as a waiver by the Museum of (1) any rights, privileges, defenses, remedies, or immunities available to the Museum; (2) the Museum's termination rights under this Agreement; or (3) other termination provisions of the Agreement.

XIV. CONTACT PERSONS

The individuals named below shall be the contact persons for the Museum and the ISD, respectively. All calls, correspondence, or other contacts necessary for the execution of this Agreement shall be directed to the persons named below unless the party is specifically directed otherwise.

Museum	**ISD**
Charlotte Decoster	Shay Stavenhagen
Sr. Director of Education	Social Studies Coordinator
Dallas Holocaust and Human Rights Museum	Arlington ISD
cdecoster@dhhrm.org	

XVI. AMENDMENTS

This Agreement is the entire agreement between the parties. Any changes, deletions, extensions, or amendments to this Agreement shall be in writing and signed by both parties to the Agreement. Any other attempted changes, including oral modifications, written notices that have not been signed by both parties, or other modifications of any type, shall be invalid.

XVII. CERTIFICATIONS

The terms of this Agreement are accepted by the parties to the Agreement. Persons signing are expressly authorized to obligate the parties to the terms of this Agreement.

Museum	ISD
CEO/PRESIDENT	Title:
Mary Pat Higgins	Name
_____	_____
_____	_____
Date	Date

Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Patty Bustamante

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☑

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Approval of School Library Advisory Council (SLAC) Additional Approved Recommendations for Procurement Listing

District Priority / Goals Addressed

Aligned to the Board priority to promote Academic Growth and in compliance with the requirements of Senate Bill 13, the Arlington ISD School Library Advisory Council (SLAC) met and finalized recommendations to the Board for the procurement of library materials.

Background

In response to Senate Bill 13, the Board of Trustees adopted policy EFB(LOCAL) creating a local School Library Advisory Council (SLAC) with the responsibility to make recommendations to the Board regarding the acquisition of new library materials. This council must meet a minimum of two times annually and the majority of the voting members being parents of students enrolled in the District.

Fiscal Implications

The total cost of this library purchase is $14,138

Recommendation

Administration recommends approval of the listing as presented.

Submitted by:

Date: May 26, 2026

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Library Material Acquisition List - SLAC Approved May 13, 2026

Title	Author (Last name, First name)	Level	
Actions of Play	Agogliati, Liza	Professional	`
Playful STEAM Learning in the Early Years	Sullivan, Amanda	Professional	
School Libraries Supporting Students with Hidden Needs & Talents	Collins, Karla Bame	Professional	
Cultivating a Classroom of Calm	McNerney, Merideth	Professional	
Leading with Intention	DeWitt, Peter	Professional	
Embracing MESSY Leadership	Gallagher, Alyssa	Professional	
Just Read It: Unlocking the Magic of Independent Reading in Middle and High School Classes	Amato, Jarred	Professional	
Leveraging AI in School Libraries	Lenet, Delandrus	Professional	
Amigurumi Affirmations: 30 Cute and Easy Crochet Projects to Brighten Your Day and Lift Your Spirits	Lee Sartori	Junior High	
Aqua Friends: 12 No-Sew Amigurumi Patterns	Grandma Esther	Junior High	
Crochet Amigurumi for Every Occasion: 21 Easy Projects to Celebrate Life's Happy Moments	Justine Tiu	Junior High	
Crochet Amigurumi for the Holidays: 20+ Festive Crochet Projects for Gifts, Decoration, and More	Bianca Santos	Junior High	
Crochet Beginner Projects: Adorable Patterns For Every Crafters	Else Digital	Junior High	
Crochet Bible for Beginners: A Step-by-step Guide to Master Crochet with Easy Instructions, Unique Stitches and Detailed Patterns to Craft Beautiful Custom Creations	Laura Bennet	Junior High	
Crochet For Beginners: The most complete Step By Step Guide to quick and easy crochet learning with illustrations including amazing crochet pattern Ideas	Emily Maker	Junior High	
Crochet How: Learn to Crochet with Simple Stitches, Patterns, and Tips	Meghan Fernandes, Lydia Gluck	Junior High	
Crochet in a Weekend: 29 Quick-to-Stitch Sweaters, Tops, Shawls & More	Salena Baca	Junior High	
Crochet Snails and Mushroom Sprites	Megan Lapp	Junior High	
Crochet Socks That Rock: A beginner's guide to quick & comfortable crochet socks	Anna Nikipirowicz	Junior High	
Disney Villains Amigurumi: 20+ Crochet Patterns for the Unapologetic Crafter	Lee Sartori	Junior High	
Dungeons & Dragons Crochet: A Book of Many Patterns	Stacy King, Official Dungeons & Dragon	Junior High	
Harry Potter: Crochet Wizardry	Lee Sartori	Junior High	
Haunted Stitches Halloween Crochet Pillow Patterns for Beginners	Grandma Esther	Junior High	
Mini Dino Friends	Grandma Esther	Junior High	
Mountain Friends: 12 No-Sew Amigurumi Patterns	Grandma Esther	Junior High	
No-Sew Amigurumi Animals: 25 Cute Crochet Patterns for Beginners and Beyond	Isadora Threads	Junior High	
Pokémon Crochet Squares: Bring Pikachu and friends to life with over 30 cute Pokémon granny squares	Ira Rott	Junior High	
Safari Cuties – Volume 2	Grandma Esther	Junior High	
Sookie and Ivy Crochet Cute Dog Hats: Funny Snoods and Toppers to Stitch for Your Best Friend	Jani Oja	Junior High	
Spooky & Cute: 15 No-Sew Amigurumi Patterns for Halloween	Grandma Esther	Junior High	
Star Wars: The Official Crochet Pattern Book: Crochet Your Way Through the Galaxy	Insight Editions, Leah Parker	Junior High	
Unofficial Taylor Swift Crochet: 20+ Projects Inspired by the Music and Style Icon	Lee Sartori	Junior High	
Hockey Hall of Fame: Timeline of the game	Weekes, Don	High School	
Of swamp and sea	Boulton, Mia Jay	High School	
Sundown Girls	Stratton, L.S.	High School	
Ethics in Artificial Intelligence	Grey House Publishing	High School	
100 horas	Vincent, Rachel	High School	
2001, una odisea espacial	Clarke, Arthur C	High School	
El abece visual de paises, religiones y culturas del mundo	Codda, Marcela	High School	
Ada Lovelace y la informatica	Canavan, Roger	High School	
Aguafiestas	Kinney, Jeff	High School	
Aislados	Wells, Dan	High School	
Al borde de la caida	Serle, Rebecca	High School	
El amor es puro teatro	Albertalli, Becky	High School	
Any way the wind blows	Rowell, Rainbow	High School	
Ao thuat gia	Scott, Michael	High School	
Archienemigos	Meyer, Marissa	High School	
The art of El Tigre : the adventures of Manny Rivera	McDonnell, Chris	High School	
El arte de ahogarse	Reid, Ava	High School	
Un asedio de cielos rojos	London, Alex	High School	
Australia	Vonder Brink, Tracy	High School	
Autos	Pang, Ursula	High School	
Aventura total. 1,Un plan malefico	Copons, Jaume	High School	
Aventura total. 1,Un plan malefico	Copons, Jaume	High School	

Bajo la luz de las estrellas : un retelling de Romeo y Julieta	Roehrig, Caleb	High School	
Bajo la luz mortal	Pool, Katy Rose	High School	
La baraja de los presagios	Herman, Christine Lynn	High School	
El barquero de almas	McFall, Claire	High School	
Barsakh : Emilie, Samuel y Gran Canaria	Stranger, Simon	High School	
Bay bang doi canh gay	Elson, Jane	High School	
Benh dich yeu : tieu thuyet	Oliver, Lauren	High School	
El beso de la traicion	Beaty, Erin	High School	
El beso del ganador	Rutkoski, Marie	High School	
Las bestias de bronce	Chokshi, Roshani	High School	
Bestias de la noche	Onyebuchi, Tochi	High School	
Binh nhi	Morpurgo, Michael	High School	
El Bosque Grimm	Purdie, Kathryn	High School	
Boton de emergencia para (dejar de) amar	Gonzales, S	High School	
Bravo! : poemas sobre hispanos extraordinarios	Engle, Margarita	High School	
La bruja blanca	Mahurin, Shelby	High School	
La bruja del mar	Henning, Sarah	High School	
El buen nombre	Lahiri, Jhumpa	High School	
Buscando a Audrey	Kinsella, Sophie	High School	
Cada dia	Levithan, David	High School	
Cada dos semanas	Johnson, Abigail	High School	
La caida del principe de fuego	Kova, Elise	High School	
Canada	Vonder Brink, Tracy	High School	
Cancion de invierno	Jae-Jones, S	High School	
La cancion de la corriente	Tolcser, Sarah	High School	
La cancion de las hermanas	Ross, Rebecca	High School	
La cancion de los hermanos	Klune, TJ	High School	
Cancion de sombra	Jae-Jones, S	High School	
La cancion del cuco	Hardinge, Frances	High School	
Casa de sal y lagrimas	Craig, Erin A	High School	
Cay cam ngot cua toi : chuyen ve mot cau be tren hanh trinh kham pha noi dau va tinh yeu thuong	Vasconcelos, Jose Mauro de	High School	
La chica del abrigo azul	Hesse, Monica	High School	
Las chicas buenas	Shepard, Sara	High School	
Chicas como nosotras	Mele, Dana	High School	
Los chicos del hambre : vivieron y rieron. . . y vieron que era bueno	Arnold, David	High School	
Cho toi xin mot ve di tuoi tho : truyen	Nguyen, Nhat Anh	High School	
Chocolate amargo	Pressler, Mirjam	High School	
Un cielo de sueno dorados	Wood, Laura	High School	
La ciudad secreta	Daugherty, C. J	High School	
Como dibujar manga	Yeo, Jolene	High School	
Como en una cancion de amor	Goo, Maurene	High School	
Como un cuento de hadas : una novela coreana	Kim, Kyong-uk	High School	
Como vives? = Kimitachi wa do ikiru ka	Yoshino, Genzaburo	High School	
Con amor, Creekwood : una novela del mundo de con amore, Simon	Albertalli, Becky	High School	
Contarlo o no contarlo?	Johnson, Abigail	High School	
Contenemos multitudes	Henstra, Sarah	High School	
Corazon de espino	Barton, Bree	High School	
Corazon de fuego	Boorman, Kate A	High School	
El corazon del colibri	Howard, A. G	High School	
Corazon negro	Black, Holly	High School	
Corona cruel	Aveyard, Victoria	High School	
Corona de trueno	Onyebuchi, Tochi	High School	
Coronas gemelas	Doyle, Catherine	High School	
Correspondencia desde el fin del universo. Volumen 4	Menota	High School	
La corte de las sombras	Roux, Madeleine	High School	
Costa Rica	Vonder Brink, Tracy	High School	
Creo en una cosa llamada amor	Goo, Maurene	High School	
Criaturas fantasticas	Cribbs, Briony	High School	
Crimson Moth	Ciccarelli, Kristen	High School	

Cuando las sombras se alcen	Pool, Katy Rose	High School	
Cuando seas mio	Serle, Rebecca	High School	
Cuerpo humano	Walker, Richard	High School	
Cuoc goi tu thien duong	Thao, Dustin	High School	
Curveball	Cartaya, Pablo	High School	
Dama de humo	Sebastian, Laura	High School	
Daniel Boone : dentro del bosque	Kroll, Jennifer L	High School	
Decir adios en cubano	Miyares, Daniel	High School	
Los del medio	Applebaum, Kirsty	High School	
Desafiante	Sanderson, Brandon	High School	
El despertar de la Bruja de Aire	Kova, Elise	High School	
Despues del deshielo	Young, Adrienne	High School	
Destino la saga winx. El despertar del fuego	Brennan, Sarah Rees	High School	
El destramador de maldiciones	Hardinge, Frances	High School	
Diario	Frank, Anne	High School	
Dibuja y crea tu propio manga : incluye personajes estililo anime : explicaciones paso a paso	Guadal	Junior High	
Dioses y monstruos	Mahurin, Shelby	High School	
El director : una novela en el mundo Asylum	Roux, Madeleine	High School	
Disney Manga El Extrano Mundo De Jack De Tim Burton - Batalla Por El Rey Calabaza (Espanol)	Allo, Deborah	High School	
Dos chicas en los confines del mundo	Robson, Laura Brooke	High School	
Dragon Ball Z. "It's over 9,000!" cosmovisiones en colision	Padula, Derek	High School	
Un dueto oscuro	Schwab, Victoria	High School	
Ebano Salvaje	Smith, Crystal	High School	
Ellie y los perros fantasma	Little Badger, Darcie	High School	
En busca de la magia	Lukens, F. T	High School	
En el bosque	Wees, Alyssa	High School	
En el oscuro corazon del bosque	Novik, Naomi	High School	
En las afueras : proxima salida	Thompson, Richard	High School	
Encendido : la historia de los videojuegos	Duling, Kaitlyn	High School	
Encuentrame	Mafi, Tahereh	High School	
Entes de huesos	Lloyd-Jones, Emily	High School	
Erupcion del Monte Santa Helena	Nash, Bobby	High School	
Escuadron	Sanderson, Brandon	High School	
Escuela de esgrima. Volumen cinco,Triunfo	Pacat, C. S	High School	
Escuela de esgrima. Volumen cuatro,Rivales	Pacat, C. S	High School	
Escuela de esgrima. Volumen dos	Pacat, C. S	High School	
Escuela de esgrima. Volumen tres	Pacat, C. S	High School	
Escuela de esgrima. Volumen uno	Pacat, C. S	High School	
La esencia de nuestras almas : un retelling de Cumbres Borrascosas	Suri, Tasha	High School	
La espera	Gendry-Kim, Keum Suk	High School	
Espino gris	Smith, Crystal	High School	
Esta mentira te matara	Pitcher, Chelsea	High School	
Estas brujas no arden	Sterling, Isabel	High School	
Estelar	Sanderson, Brandon	High School	
La estratega de la citara	He, Joan	High School	
La estrella de medianoche	Lu, Marie	High School	
La estrella mas oscura	Armentrout, Jennifer L	High School	
Everless : la hechicera y el alquimista	Holland, Sara	High School	
Evermore : la corazon de la serpiente	Holland, Sara	High School	
Los extraordinarios	Klune, TJ	High School	
Una familia de mentirosos	Lockhart, E	High School	
Finales violentos	Gong, Chloe	High School	
Un flechazo a la luna	Pan, Emily X. R	High School	
Fuego en la sangre	Delacorte, Kat	High School	
Una furia de alas negras	London, Alex	High School	
Furia y tormenta	Armentrout, Jennifer L	High School	
Games and entertainment = Juegos y ocio	Crewe, Sabrina	High School	
Giao su S va ong vua nghien game	Scherder, E. J. A	High School	
Gracis y gloria	Armentrout, Jennifer L	High School	

El Gran Juego : solo uno puede ganar	Barnes, Jennifer Lynn	High School	
Great Spanish and Latin American short stories of the 20th century	Dover Publications	High School	
El gris	Herman, Christine Lynn	High School	
Guante rojo	Black, Holly	High School	
Habla	Anderson, Laurie Halse	High School	
Hacia la hierba salvaje	Noah, Trevor	High School	
Hacia la hierba salvaje	Noah, Trevor	High School	
Hai van dam duoi bien	Verne, Jules	High School	
Has llamado a Sam	Thao, Dustin	High School	
Hasta los huesos	Johansson, J. R	High School	
Havenfall : los cuatro reinos	Holland, Sara	High School	
El heredero oscuro	Pacat, C. S	High School	
Hermosa eternidad	Ahdieh, Renee	High School	
Hija de Esparta	Andrews, Claire M	High School	
Hoja de sangre	Smith, Crystal	High School	
Hooky. Tomo 1	Tur, Miriam Bonastre	High School	
Hooky. Tomo 2	Tur, Miriam Bonastre	High School	
Hooky. Tomo 3	Tur, Miriam Bonastre	High School	
Horrorifica : cuentos de miedo para una era de terror	Iturbe, Josu	High School	
Huntington Beach	Nunn, Kem	High School	
Hush hush	Fitzpatrick, Becca	High School	
Inheritance, o, La cripta de las almas	Paolini, Christopher	High School	
Isaac Newton y la gravedad	Woolf, Alex	High School	
Izzy Esta En Las Nubes	Libenson, Terri	High School	
Izzy + Tristan	Dunlap, Shannon	High School	
Jackie Robinson : un heroe en el campo de beisbol	Macceca, Stephanie	High School	
Los Jovenes de la Elite	Lu, Marie	High School	
El juego infinito. La batalla final	Dashner, James	High School	
El juego infinito. Revolucion	Dashner, James	High School	
Ke lua dao chan that	Lockhart, E	High School	
The kiss bet = Apuesta de amor.1	Ochoa, Ingrid	High School	
A la caza de Houdini	Maniscalco, Kerri	High School	
A la caza de Jack el Destripador	Maniscalco, Kerri	High School	
A la caza del diablo	Maniscalco, Kerri	High School	
A la orilla del cielo	Gurley, Jason	High School	
El lado salvaje	Green, Sally	High School	
Legado	Young, Adrienne	High School	
Liberamos las estrellas : arenas de Arawiya	Faizal, Hafsah	High School	
El libro de la astronomia	DK Publishing	High School	
El libro de la ecologia	DK Publishing	High School	
El libro de la filosofia	DK Publishing	High School	
El libro de la historia	DK Publishing	High School	
El libro de la medicina	DK Publishing	High School	
El libro de la mitologia	DK Publishing	High School	
El libro de la musica clasica	DK Publishing	High School	
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El libro de las matematicas	DK Publishing	High School	
El libro de las religiones	DK Publishing	High School	
El libro del arte	DK Publishing	High School	
"Luat" cua Rodrick	Kinney, Jeff	High School	
Los lugares que me han visto llorar	Bourne, Holly	High School	
Lupin : jaque a la reina	Puard, Bertrand	High School	
La luz de las profundidades	Hardinge, Frances	High School	
Luz roja, luz verde : hasta donde llegarias por dinero?	Allori, Lou	High School	
Magia angelical	Nix, Garth	High School	
El mago de Oz	Baum, L. Frank	High School	
Mago menor	Kingfisher, T	High School	

La maldicion del mar	Ernshaw, Shea	High School	
Una maldicion oscura y solitaria	Kemmerer, Brigid	High School	
Maldita eternidad	Ahdieh, Renee	High School	
Malvhadas. 1	Aaron, Huw	High School	
Marcada	Cast, P. C	High School	
Las mareas del destino	Grace, Adalyn	High School	
Marie Curie y la radiactividad	Graham, Ian	High School	
Maus. I,Mi padre sangra historia :relato de un superviviente	Spiegelman, Art	High School	
Maus. II,Y aqui comenzaron mis problemas :relato de un superviviente	Spiegelman, Art	High School	
Maus : relato de un sobreviviente	Spiegelman, Art	High School	
Messi's Magic --How Lionel Messi Became the Greatest Soccer Player of All Time (Spanish Edition)	Perry, Caroline L	High School	
Mestiza	Armentrout, Jennifer L	High School	
Mi hermano se llama Jessica	Boyne, John	High School	
Mi querido Henry : un retelling de Dr. Jekyll y Mr. Hyde	Bayron, Kalynn	High School	
Mil veces hasta siempre	Green, John	High School	
La misericordia del cuervo	Owen, Margaret	High School	
La muerte de las cuatro reinas	Scholte, Astrid	High School	
Un mundo oscuro/	Howard, A. G	High School	
El nacimiento de los Dioses	Ferry, Luc	High School	
La nave invisible	Wirbeleit, Patrick	High School	
Neil Armstrong : hombre en la luna	Hollingsworth, Tamara	High School	
Ngoi nha tren pho	Cisneros, Sandra	High School	
Ngua o yeu dau : tieu thuyet	Sewell, Anna	High School	
Nhung ngay luu lac : tieu thuyet	Nguyen, Minh Chau	High School	
Ninos jugando : una antologia de En las afueras	Thompson, Richard	High School	
La noche del dragon	Kagawa, Julie	High School	
La noche mas brillante	Armentrout, Jennifer L	High School	
Noches de verano en Taipei	Wen, Abigail Hing	High School	
Nuestros poderes ocultos	O'Donoghue, Caroline	High School	
Nuevos comienzos : un retelling de Mujercitas	Morrow, Bethany C	High School	
Nunca nos pillaran	Goodman, Jessica	High School	
Orgullo, prejuicio, tu y yo/	Lippincott, Rachael	High School	
Orphen el brujo. El viaje temerario.1	Akita, Yoshinobu	High School	
Orphen el brujo. El viaje temerario.2	Akita, Yoshinobu	High School	
Oscuros	Kate, Lauren	High School	
La otra cara de la perfeccion	Turk, Mariko	High School	
El otro lado del cielo/	Kaufman, Amie	High School	
El Palacio de los Cranks : una novela de Maze runner	Dashner, James	High School	
Una para todas	Lainoff, Lillie	High School	
Perdimos nuestro camino	Forman, Gayle	High School	
Perseo y la Gorgona Medusa	Ferry, Luc	High School	
Placeres violentos	Gong, Chloe	High School	
Lo poco que sabemos	Stone, Tamara Ireland	High School	
El poder de las sombras	Kate, Lauren	High School	
Powerful : una historia de Powerless	Roberts, Lauren	High School	
Powerless	Roberts, Lauren	High School	
Pretties = Perfeccion	Westerfeld, Scott	High School	
La princesa prometida : relato clasico de amores verdaderos y grandes aventuras escrito por S. Morgenstern	Goldman, William	High School	
El principito	Saint-Exupery, Antoine de	High School	
Promesas crueles	Ross, Rebecca	High School	
La puerta del bosque	Albert, Melissa	High School	
Puro	Armentrout, Jennifer L	High School	
Lo que esconde la noche	Gier, Kerstin	High School	
Querido Martin	Stone, Nic	High School	
Rabia y perdicion	Armentrout, Jennifer L	High School	
La rebelion de la reina	Ross, Rebecca	High School	
La receta del amor	Lee, Sher	High School	
Reckless	Roberts, Lauren	High School	
Red hot salsa : Bilingual Poems on Being Young and Latino in the United States	Carlton, Lori	High School	

Refugiado La Novela Grafica (Refugee--The Graphic Novel)	Gratz, Alan	High School	
Reina de fuego	Sebastian, Laura	High School	
La reina negra	Emill, Jumata	High School	
Reinas geek	Wilde, Jen	High School	
Reino de almas	Barron, Rena	High School	
Renegados	Meyer, Marissa	High School	
El rey oscuro	Pacat, C. S	High School	
Ripley aunque ud. no lo crea! Desencadene lo extrano!Volumen 1	Tibballs, Geoff	High School	
Ripley aunque ud. no lo crea! Desencadene lo extrano!Volumen 2	Tibballs, Geoff	High School	
Rocas y minerales	Symes, R. F	High School	
Rondas, poemas y jugarretas	Mistral, Gabriela	High School	
Sadie	Summers, Courtney	High School	
Sangre y espina	Owen, Margaret	High School	
Se un adolescente feliz	Matthews, Andrew	High School	
Si se lo hubiera dicho : hay cosas que no se pueden olvidar	Nowlin, Laura	High School	
Serendipity : el amor como nunca lo has visto	Meyer, Marisa	High School	
Silencio	Fitzpatrick, Becca	High School	
La sonrisa del demonio	Gratton, Tessa	High School	
Stranger things. Lucas en la cuerda floja	Davies, Suyi	High School	
Stranger things. Max, la fugitiva	Yovanoff, Brenna	High School	
Stranger things. Robin, la rebelde	Capetta, A. R	High School	
El sueno de una noche de verano	Graham, Ian	High School	
Suenos de dioses y monstruos	Taylor, Laini	High School	
Super Donuts. Conquistar El Mundo!	Cameron, Neil	High School	
Tal como era	Smith, Amber	High School	
Talentos ocultos	Shetterly, Margot Lee	High School	
El teorema Katherine	Green, John	High School	
Teseo y el miontauro	Ferry, Luc	High School	
Thanh Kiem mua he	Riordan, Rick	High School	
Thanh pho tro tan = The city of ashes	Clare, Cassandra	High School	
Thanh pho xuong = City of bones	Clare, Cassandra	High School	
La tierra de la noche	Albert, Melissa	High School	
Todo el mundo practica deportes	Popalis, Aimee	High School	
Todo lo inesperado	Matson, Morgan	High School	
Todo lo que nunca dijimos	Harlow, Sloan	High School	
La trampa del amor	Kate, Lauren	High School	
Tras la pista del ruisenor	Juckes, Sarah Ann	High School	
Tuyo, con pasion : un retelling de Orgullo y prejuicio	Novoa, Gabe Cole	High School	
Uglies = Traicion	Westerfeld, Scott	High School	
UnOrdinary. Tomo 1	uru-chan	High School	
Vua Sat	Kagawa, Julie	High School	
Zac y Mia	Betts, A. J	High School	
Zendaya : biografia no autorizada	James, Alison	High School	
Zona de tuberias : el futuro de los videojuegos	Duling, Kaitlyn	High School	
Enola Holmes and the Clanging Coffin	Springer, Nancy	High School	
Discovering Life's Story: The Birth of Genetics	Hakim, Joy	High School	
Love, Sivvy: Inspired by the Life, Letters, and Diaries of Young Sylvia Plath	Toalson, R.L.	High School	
Love Goes Viral	Stochitch, Camille	High School	
Armaveni	Takvorian, Nadine	High School	
Star Wars - A Long Time Ago... Far, Far Away	Duffy, Jo	High School	
I'll Find You Where The Timeline Ends	Baker, Kylie Lee	High School	
Press Here	Tullet, Herve	Elementary	
The ABCs of women's history	Cortez, Rio	Elementary	
Be the light : how she became Angela Davis	Peoples, Daria	Elementary	
Big kids	Going, K. L	Elementary	
City summer, country summer	Laymon, Kiese	Elementary	
How to sing a song	Alexander, Kwame	Elementary	
The library in the woods	Ramsey, Calvin A	Elementary	
Stalactite and Stalagmite : a big tale from a little cave	Beckmeyer, Drew	Elementary	

Narwhal	Fleming, Candace	Elementary	
This is my Brain!	Gravel, Elise	Elementary	
Miriam's Dream	Boukarim, Sona	Elementary	
One False Note Graphic Novel	Korman, Gordon	Elementary	
The Maze of Bones Graphic Novel	Riordan, Rick	Elementary	
Sobrevivi el huracan Katrina, 2005 Graphic Novel	Tarshis, Lauren	Elementary	
Unicorn Secrets	Simpson, Dana	Elementary	
The Trouble with Leo	Fairbairn, Nathan	Elementary	
Chasing Shadows	Hunter, Erin	Elementary	
Serendipity	Benda, Gabbie	Elementary	
Mina the Lightning Dragon	Mara, Maddy	Elementary	
The Lair of the Owl King	Yi, Susie	Elementary	
Brady Mason's Perfect Fit	Melleby, Nicole	Elementary	
The Lions' Run	Pennypacker, Sara	Elementary	
How to Draw Kawaii Manga Chibi	Rocks, Misako	Elementary	
Captain Underpants The First Epic Manga	Pilkey, Dav	Elementary	
Ling & Ting's Lunar New Year	Lin, Grace	Elementary	
There Was an Old Lady Who Swallowed a Rainbow	Colandro, Lucille	Elementary	
There Was an Old Lady Who Swallowed a Worm!	Colandro, Lucille	Elementary	
Leaves (Learn About: Fall)	Maloney, Brenna	Elementary	
Blackpink (Music Superstars)	Nguyen, Suzane	Elementary	
El origen de todas las cosas	Valenti, Karla	Elementary	
How it Works Sharks	Molly Littleboy	Elementary	
Peek-a-Boo Farm	Joyce Wan	Elementary	
Kisses and Cuddles	Aly Fronis	Elementary	
Grizz Listens and Reads	Bolte, Mari	Elementary	
The Deadliest Sea Creatures	Rice, Elanor Spicer	Elementary	
Beyond Seven Forests	McCrina, Amanda	Elementary	
Everybody Loses	Funt, Danny	Elementary	
Ain't Nobody's Fool	Ackman, Martha	Elementary	
Few Blue Skies	Ixta, Carolina	Elementary	
Winter White	Cardi, Annie	Elementary	
Krypto The Last Dog of Krypton	North, Ryan	Elementary	
LumberJanes - Mind Over Mettle	Watters, Shannon	Elementary	
Scooby-Doo Comic StoryBook #1 - A Haunted Halloween	Howard, Lee	Elementary	
Time to Party	Ostertag, Molly Knox	Elementary	
Ivypool's Heart	Hunter, Erin	Elementary	
How to Draw Kawaii for Kids	Rockridge Press	Elementary	
The Old Willis Place Graphic Novel	Hahn, Mary Downing	Elementary	
Drawing Chibi Food	Tessa Creative Art	Elementary	
LOL 101	Roth, David	Elementary	
Dare to be Darin	Wallace, Chelsea Lin	Elementary	
Gooseberry	Gow, Robin	Elementary	
Welcome to Whalebone Mansion	Slate, Laken	Elementary	
Knock Knock Who's There	Hodgson, Rob	Elementary	
Knock Knock Happy Halloween	Hodgson, Rob	Elementary	
There was an old lady who swallowed a dragon	Colandro, Lucille	Elementary	
The Wonderful Things You Will Be	Martin, Emily Winfield	Elementary	
Quien Fue Selena	Bisantz, Max	Elementary	
Scarlett y Fuego	Sykes, Julie	Elementary	
Unfaries	Aaron, Huw	Elementary	
Amina Banana and the Formula for Making Money	Safadi, Shifa Saltagi	Elementary	
Two Times Lucky	Lin, Grace	Elementary	
The boy who cried robots!	Britt, Chris	Elementary	
Dog Breath: The Horrible Trouble With Hally Tosis (Boardbook)	Pilkey, Dav	Elementary	
Brown Bear, Brown Bear, What Do You See? (Boardbook)	Martin Jr, Bill	Elementary	
I am a big fish	Jin, Susie lee	Elementary	
There is not usually a hole	Hirst, Daisy	Elementary	
The Bicycle Girl	Thomas, Garen	Elementary	

A Blood Moon	Meroz, Morr	Elementary	
The Mighty	Winick, Judd	Elementary	
How to find a yeti	Hunt, Matt	Elementary	
The Chase	Bloomfield, Jenny	Elementary	
Adidas (Sneakerheads)	Abdo, Kenny	Elementary	
Converse (Sneakerheads)	Abdo, Kenny	Elementary	
Ash the Blaze Dragon	Mara, Maddy	Elementary	
Boxing (Combat Sports)	Terp, Gail	Elementary	
Guinness World Records 2026	Planeta Publishing	Elementary	
Hunted (Unico #2)	Sattin, Samuel	Elementary	
I Survived...the California Wildfires 2018 (graphic novel)	Ball, Georgia	Elementary	
I Survived...the Dust Bowl 1935 (graphic novel)	Ball, Georgia	Elementary	
I Survived...the Japanese Tsunami 2011 (graphic novel)	Ball, Georgia	Elementary	
If You Lived During the American Revolution	Newell, Chris	Elementary	
Burrows: Learn About Animal Homes	Caprioli, Claire	Elementary	
Dens: Learn About Animal Homes	Caprioli, Claire	Elementary	
Nests: Learn About Animal Homes	Caprioli, Claire	Elementary	
Reefs: Learn About Animal Homes	Caprioli, Claire	Elementary	
Pets Rule! Beware of the Dino-Snake	Tan, Susan	Elementary	
Poisonous Animals	Maloney, Brenna	Elementary	
Press Start: The Super Jump Between Worlds	Flintham, Thomas	Elementary	
Refugee: The Graphic Novel	Gratz, Alan	Elementary	
Stealing the Score	Liu, Sylvia	Elementary	
The Three Little Superpigs: Merry Christmas	Evans. Claire	Elementary	
I Am Strong	Parr, Todd	Elementary	
Un Deseo en el Arbol	Hunt, Lynda M	Elementary	
Mistaco! Un recuento de tragedias y tortillas	Kinkz, Eliza	Elementary	
My Mouth Says	Paquette, Ammi-Joan	Elementary	
Play Outside with Me	Chen, Ken	Elementary	
Horns	Crow, Katrine	Elementary	
When I Am Curious	Bowles, Paula	Elementary	
Gooney Bird Greene: 3 Books in 1	Lowry, Lois	Elementary	
Hello Dog : A Guide for Humans ; Hello Human : A Guide for Dogs	Levine, Sara	Elementary	
Binny's Diwali	Umrigar, Thrity	Elementary	
No Snowball!	Kung, Isabella	Elementary	
Leaves (Learn About: Fall)	Maloney, Brenna	Elementary	
Marsha Is Magnetic	Ferry, Beth	Elementary	
The Bright Side (audiobook)	Otis, Chad	Elementary	
Song in the City (audiobook)	Bernstrom, Daniel	Elementary	
Chez Bob (audiobook)	Shea, Bob	Elementary	
James Harden VS. Kobe Bryant - Who Would Win? (All-Star Smackdown)	Stanley, Joe	Elementary	
Rap It Up	Carole Boston Weatherford and Jeffery	Elementary	
Dora Adventure Awaits! !La aventura te espera!	Valdez, Kiara	Elementary	
KIDS CAN COOK!	Taste of Home trademark?	Elementary	
The Worst Birthday Present Ever	Leviton, Michael	Elementary	
How NOT to Make a Jelly Sandwich	Burach, Ross	Elementary	
Paper Chase	Donaldson, Julia	Elementary	
Rhea's Rodeo	Kemp, Laekan Zea	Elementary	
Venus: fierce and fabulous	McAnulty, Stacy	Elementary	
Hypergifted	Korman, Gordon	Elementary	
The World of Peter Rabbit - Hop Into My Heart	Warne, Frederick	Elementary	
Rubble & Crew - This Crew Rules!	Rubble & Crew / Paw Patrol	Elementary	
Paw Patrol - No Pup Too Small	Froeb, Lori C.	Elementary	
Alice's Adventures in Wonderland	Carroll, Lewis	Elementary	
10 Super Snacks	Kershaw, Hayley	Elementary	
2025 Level Up : 100% Unofficial By Gamers For Gamer	Scholastic Press	Elementary	
When You Dream Big!	Reynolds, Peter H.	Elementary	
Black Star	Alexander, Kwame	Elementary	
Two for One	DiCamillo, Kate	Elementary	

Saving Lucas Biggs	de los Santos, Marisa	Elementary	
Weird but True!	Beer, Julie	Elementary	
Clark the Shark Gets a Pet	Hale, Bruce	Elementary	
Christmas in Germany	Manning, Jack	Elementary	
Laugh Out Loud	Patterson, James	Elementary	
Magnitude	Nielsen, Jennifer	Elementary	
Search and Rescue: Surviving Ground Zero	London, Alex	Elementary	
When You Dream Big!	Reynolds, Peter	Elementary	
Cruise Life: Ship Shape	Reese Eschmann	Elementary	
Chicka Chicka Peep Peep	Chung, Julien	Elementary	
Let's Have a Sleepover! (A Kat & Mouse Book)	Yoon, Salina	Elementary	
Squirrel Lock Holmes: The Pet Rock Mystery	Belote, Ashley	Elementary	
Pencil & Eraser: New Friends Rule!	Alvarado, Jenny	Elementary	
Nat the Cat Finds a Map	Lerner, Jarrett	Elementary	
Desmond Cole Ghost Patrol: The Haunted House Next Door (Graphic Novel)	Miedoso, Andres	Elementary	
We All Love kisakihitonaw	Flett, Julie	Elementary	
Nani and the Lion	Williams, Alicia D.	Elementary	
My Latin America and the Caribbean: A Celebration	Marcovich, Gabriela Goldin	Elementary	
Whirby	Harris, Molly	Elementary	
Hummingbird's Big Trip	Karas, G. Brian	Elementary	
Fanny's Big Idea	Michelson, Richard	Elementary	
Agents of S.U.I.T. Sew much trouble (InvestiGators: Agents of S. U. I. T., Book 4)	Green, John	Elementary	
Are we there yet? : the first road trip across the USA	McAnulty, Stacy	Elementary	
Army Rangers (US Military)	Marlin, Charles	Elementary	
The Beat of the Dragon Boat	Matula, Christina	Elementary	
The Beautiful Layers of Me	Payne, Sophia	Elementary	
Biscuit's Puppy Sleepover	Capucilli, Alyssa Satin	Elementary	
Can You Survive a Deadly Earthquake? : An InteractiveSsurvival Adventure	Troupe, Thomas Kingsley	Elementary	
Captain Underpants: The First Epic Manga	Pilkey, Dave	Elementary	
CoComelon: Time to Play Soccer!	Cruz, Gloria	Elementary	
Delta Force (US Military)	Marlin, Charles	Elementary	
Elvis and Romeo Visit the Vet	Soman, David	Elementary	
Food Trucks (Terrific Trucks!)	Pang, Ursula	Elementary	
The Gift of Freedom: How Harriet Tubman Rescued Her Brothers	Turner, Glinnette Tilley	Elementary	
Hat of Great Importance (Chronicles of a Lizard Nobody)	Ness, Patrick	Elementary	
Hazel the Handful	Michalak, Jamie	Elementary	
Hikaru in the Light	Matsuda, Mai	Elementary	
Hikaru in the Light! 2	Matsuda, Mai	Elementary	
Hikaru in the Light! 3	Matsuru, Mai	Elementary	
I Survived the Bombing of Pearl Harbor	Tarshis, Lauren	Elementary	
InvestiGators: Weather or Not (Investigators Book 9)	Green, John Patrick	Elementary	
The Littlest Elephant: A One and Only Ruby Story	Applegate, Katherine	Elementary	
Minecraft the Manga, 1	Seto, Kazuyoshi	Elementary	
Minecraft the Manga, 2	Seto, Kazuyoshi	Elementary	
Minecraft the Manga, 3	Seto, Kazuyoshi	Elementary	
Pete the Kitty and the Mermaid's Sandcastle	Dean, Kim	Elementary	
Rosie and the Race Towards Freedom: An Underground Railroad Graphic Novel	Andral, Dolores	Elementary	
Spinetinglers 4: 3 Chilling Tales by the Master of Scary Stories	Stine, R. L.	Elementary	
Where Are You, Bronte?	DePaola, Tomie	Elementary	
Wings of Fire - The Graphic Novel - Book 9, The Talons of Power	Deutsch, Barry	Elementary	
Pizza Taco 10: Go Viral!	Shasken, Stephen	Elementary	
Weird But True! Space: 300 Out of This World Facts	National Geographic Kids	Elementary	
Agents of Suit: Sew Much Trouble	Green, John Patrick	Elementary	
Beware of the Dino-Snake (Branches: Pets Rule! Book 8)	Tan, Susan	Elementary	
Baby-sitter's Little Sister 13, Karen's New Year	Yingst, D. K.	Elementary	
Battle of the Super Rabbit Boys! (Press Start)	Flintham, Thomas	Elementary	
Fight or Flight: Diary of a Wimpy Kid, Book 21	Kinney, Jeff	Elementary	
Karen's Surprise - A Graphic Novel (Baby-Sitter's Little Sister, Book 12)	Grant, Shauna	Elementary	
Katie the Catsitter 5, Villain Con	Venable, Colleen Af	Elementary	

Pizza and Taco Scariest Sleepover Ever!	Shasken, Stephen	Elementary	
Pug Goes to Hollywood	May, Kyla	Elementary	
When You Dream Big	Reynolds, Peter	Elementary	
How Not to Make a Jelly Sandwich	Burach, Ross	Elementary	
How The Crayons Saved The Rainbow	Sweeney, Monica	Elementary	
Bear for a Day	Tabor, Corey	Elementary	
Plenty of Pancakes	Finison, Carrie	Elementary	
That Is Not a Dog!	Birdsong, Bea	Elementary	
Saide Mouse Wrecks the House	Kalan, Elliott	Elementary	
A Mischief of Mice	Matheson, Christie	Elementary	
Little More Beautiful: The Story of a Garden	Mackenzie, Sarah	Elementary	
Seed's Needs	Corriols, Carmen	Elementary	
Voice for the Everglades: Marjory Stoneman Douglas	Conrad, Vicki	Elementary	
Addie Ant Goes on an Adventure	Morris, Maren	Elementary	
Amazing Plants of the World	Sekaninova, Stepanka	Elementary	
Before the Seed: How Pollan Moves	Deever, Susannah	Elementary	
Bird, Bee, and Bug Houses: Homes and Habitats for Garden Wildlife	Behar, Susie	Elementary	
Build-a-Bug	Ball, Sara	Elementary	
Colors in Nature	Sekaninova, Stepanka	Elementary	
Colors of Habitat	Sedlackova, Jana	Elementary	
Emma Full of Wonder	Cooper, Elisha	Elementary	
Flip-a-Feather	Ball, Sara	Elementary	
Flowers are Pretty...Weird	Mosco, Rosemary	Elementary	
Fungi Grow	Gianferrari, Maria	Elementary	
Garden of Yuck	Carmona, Hannah	Elementary	
Grandma's Roof Garden	Wei, Tang	Elementary	
Grow! How We Get Food From Our Garden	Beckstrand, Karl	Elementary	
How Do Plants Grow?	Griffin, Annabelle	Elementary	
In Time	Ruiz, Marina	Elementary	
Inside the Compost Bin	Plan, Melody	Elementary	
Jhupli's Honey Bee Box	Ray, Achintyarup	Elementary	
Little Green Fingers: Easy Peasy Gardening Activities	Philip, Claire	Elementary	
Nana in the Country	Castillo, Lauren	Elementary	
Noticing	Yamada, Kobi	Elementary	
Porcupine's Pie	Renauld, Laura	Elementary	
Slow Down...On Your Doorstep	Williams, Rachel	Elementary	
Slowly Slowly	Yuly, Toni	Elementary	
Something Beautiful	Judge, Lita	Elementary	
A Perfect Spot	Simler, Isabelle	Elementary	
Kingdoms of Life	Allen-Fletcher, Carly	Elementary	
One Million Oysters on Top of the Mountain	Nogues, Alex	Elementary	
Miracle Seed	Lemelman, Martin	Elementary	
Water: Discovering the Precious Resource Around All of Us	Fadeeva, Olga	Elementary	
The Bees of Notre Dame	Browne, Meghan	Elementary	
The Bumblebee Garden	Casey, Dawn	Elementary	
The Dinosaur in the Garden	Pilutti, Deb	Elementary	
The Gardening Dog	Wume, Cindy	Elementary	
The Noisy Puddle	Sweeny, Linda Booth	Elementary	
The Plant Rescuer	Rivera, Matthew	Elementary	
The Secret World of Ants: An Exploration of an Underground Insect Species	Sekaninova, Stepanka	Elementary	
The Secret World of Plants: Tales of More Than 100 Remarkable Flowers, Trees, and Seeds	Hoare, Ben	Elementary	
Sunshine Garden: Being a Team Player	Michalak, Jamie	Elementary	
The World's Most Pointless Animals: Or Are They?	Bunting, Philip	Elementary	
What's Inside a Flower?	Ignotosky, Rachel	Elementary	
Whimsical Wonders: Through the Seasons with Nut and Shell	Senden, Margot	Elementary	
Composting and Gardening	Twiddy, Robin	Elementary	
Shapes and Patterns in Nature	Sedlackova, Jana	Elementary	
Ants for Kids: A Junior Scientist's Guide to Queens, Drones, and the Hidden World of Ants	Gerdeman, Beverly	Elementary	
Butterflies for Kids: A Junior Scientist's Guide to the Butterfly Life Cycle	Davidson, Lauren	Elementary	

The Chalk Garden	Garland, Sally Ann	Elementary	
What a Rock Can Reveal	Wei-Haas, Maya	Elementary	
Lulu Finds Her Brave Voice	Alhozani, Sabah	Elementary	
The Little Bunny and Her New Friends	Medina, Esmeralda	Elementary	
Charlie, The Featherless Bird	Polk, Deriunna	Elementary	
The Brave Little Cloud	Kile, Aaliyah	Elementary	
The ABC's of Kindness	Thilavahn, Amaya	Elementary	
Goodnight Little Duck	Alonso, Sara	Elementary	
Letting Go	Gonzalez, Alayna	Elementary	
A Place For Me	Sallis, Delilah	Elementary	
Leader in Me (3rd edition)	Covey, Stephen	Professional	
Taylor Swift - Music Superstar			

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Arlington Independent School District
Board of Trustees Meeting

June 4, 2026

Contact Person: Barry Fox

Board Agenda Presented for: **Action:** ☐ **Report:** ☐ **Consent:** ☑

Supporting Documents: **None:** ☐ **Attached:** ☑

Meeting Agenda Item: Approval of Arlington ISD and Tarleton State University 2026-2027 Dual Enrollment Memorandum of Understanding

District Priority / Goals Addressed

Aligned to the Board priority to promote Academic Growth, the Tarleton Today program provides students with an engaging distance learning experience and pathway to college readiness.

Background

The Memorandum of Understanding (MOU) with Tarleton State University will provide dual credit course opportunities for students at Arlington Collegiate High School and Arlington College and Career High School. This partnership will allow students to earn college credit hours while enrolled in high school, expanding access to advanced academic opportunities and supporting college and career readiness.

Fiscal Implications

Financial implications are not expected to exceed $50,000.

Recommendation

Administration recommends the Board of Trustees approve the memorandum of understanding as presented.

Submitted by: **Date:** May 26, 2026

ACADEMIC GROWTH
Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

CULTURE
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

SAFETY & DISCIPLINE
Create safe and productive learning environments in which every student and staff member can thrive.

MARKETING & ENGAGEMENT
Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Memorandum of Understanding
Between
Tarleton State University
and
ARLINGTON ISD

FOR THE 2026-2027 TARLETON TODAY PROGRAM

This Memorandum of Understanding (MOU) with an Effective Date of April 1, 2026, is entered by ARLINGTON ISD (AISD) and TARLETON STATE UNIVERSITY, a member of The Texas A&M University System, an agency of the State of Texas, hereinafter referred to as "Tarleton State".

Contracting Parties:

Receiving Party (AISD)
ARLINGTON ISD
690 E LAMAR BLVD
ARLINGTON, TX 76011

Performing Party Tarleton State University
1333 W. Washington St.
Stephenville, TX 76402

WHEREAS, Tarleton State and AISD are collaborating to offer eligible high school students the opportunity to enroll in college courses while attending high school and receive simultaneous academic credits from Tarleton State and their AISD high school(s).

WHEREAS, eligible students will be able to participate in a dual enrollment, distance education program called Tarleton Today.

NOW THEREFORE, in consideration of the mutual promises herein contained, the Parties agree as follows:

1. **Nature of Tarleton Today**
   Tarleton State and AISD enter into this Agreement to implement Tarleton Today by offering distance college courses through a dual-enrollment model, as well as high school teacher training and professional learning. Tarleton Today offers high school students the opportunity to earn high school credits from AISD and college credits from Tarleton State through a distance education course.

   AISD and Tarleton State will share the responsibility to implement the Tarleton Today program. By entering into this Agreement for the delivery of distance college courses, AISD becomes an active participant in ensuring the effectiveness and quality of the implementation of Tarleton Today at AISD.

2. **Fees and Payments**

Enrollment Fees:

If joining the Tarleton Today program on or after the Effective Date, the cost of the Tarleton Today course materials, technical support and course implementation support outlined in this Agreement for AISD will be defined on a per-student, per-course basis. Program costs will be evaluated annually.

Texas public school districts or charter schools will pay a subsidized rate of $50 per student per semester credit hour during the 2026-2027 school year (3 credit courses = $150; 4 credit courses = $200). Pending Texas FAST Program funding reimbursement, AISD students qualifying for the FAST program will receive a course fee credit equal to the course fee charge. Tarleton Today will be directly reimbursed for course fees through the FAST Program for these students after completion. Private, parochial, and out-of-state schools are not eligible for the subsidized rate and will be charged $65 per semester credit hour.

The Tarleton Today course fee is assessed for each student registered in each Tarleton Today course on the designated enrollment date. The program fee covers access to course materials and technology tools. Refunds will not be given at the end of a course for any reason, including if a student does not earn college credit in the course or withdraws after the enrollment date.

Professional Learning Fee:

The cost of Tarleton Today professional development will be assessed on a per-teacher basis at a rate of $500 for all teachers, both new and returning to the program. If a teacher is participating in more than one course, each subsequent course will be billed at 50% the professional learning fee. This fee covers professional learning and development requirements during the entire term of this agreement, including summer professional development courses, virtual learning modules, and coaching sessions from Tarleton State. If AISD or the AISD high school teacher joins after the conclusion of summer professional development, the total fee is still required based upon the status of the teacher at student enrollment date. For teachers that complete the Tarleton Today course with at least 60% of their enrolled students accepting college credit and active participation in Tarleton Today Professional Learning activities, Tarleton Today will provide them a $500 end-of-year bonus.

Any professional development fees do not include lodging, transportation, or teacher substitute cost.

AISD is responsible for paying within 30 days of receipt of any undisputed invoice.

All checks should be made payable to Tarleton State University. Payments should be mailed and/or delivered to:

Tarleton State University
Business Services
Box T-0120
Stephenville, TX 76402

3. **Scope of Work and Responsibilities**

Responsibilities to implement Tarleton Today distance college courses will be shared by AISD and Tarleton Today. AISD is an active participant in ensuring the effectiveness and quality of Tarleton Today implementation at its facilities. The Parties agree to provide the following, collectively referred to as the “Services.”

Responsibilities of Tarleton Today
Enrollment and Records

A. Register high school students for Tarleton Today courses (as listed in Exhibit A) through the Tarleton Today student information system.
B. Maintain, as part of routine educational effectiveness evaluation at Tarleton State, Tarleton Today student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program and providing official reporting to Tarleton State and AISD. Tarleton Today engages in additional data sharing with Tarleton State departments as defined in the data sharing agreement between Parties, attached and incorporated herein.
C. Record grades on Tarleton State transcripts for students who accept college credit for the distance college course.
D. Support documentation of distance college course credit, including enrollment and non-enrollment confirmation letters and assistance in securing official transcripts.

Curriculum and Instruction

E. Provide Tarleton State faculty and academic staff to develop and define college-level course materials and curriculum and assume primary responsibility for oversight of distance college courses.
F. Deliver instructional materials via distance education. All college course-related materials will be available to the student through unique login in Canvas Learning Management System (Canvas LMS).
G. Administer Tarleton Today distance college courses via a dual enrollment model. Tarleton State faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by Tarleton State department heads and supported by deans. College courses use the Texas Common Course Numbering System to maximize transferability within Texas institutions. All courses are applicable to one or more bachelor's degrees at Tarleton State University. All Tarleton Today students register for semester- or year-long courses. The college enrollment process differs between the two course types.
    a. Semester-long and year-long course college enrollment information
        i. Students must complete a series of required assignments and summative assessments as published in the college syllabus that are designed, designated, and evaluated by Tarleton State faculty and college Instructors of Record to earn college credit.
        ii. Students who earn a passing grade (D or above) in the college course may accept their college credit or withdraw from the course.
        iii. Students who accept college credit will have an official Tarleton State transcript showing the letter grade earned in the course.
    b. Provide technology and support services necessary for teaching and learning in Tarleton Today courses and program implementation:
    c. Maintain servers operated by or hosted on Tarleton Today's web-based Canvas LMS.
    d. Provide access and training on the Canvas LMS for every Tarleton Today student to access course content and instructional experiences.
    e. Provide online and phone-based technical support for Tarleton Today teachers, students, and Tarleton State faculty using the curriculum when that support is not provided through Canvas LMS.
    f. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants available to students for writing consultation related to distance college course writing assignments.
    g. Provide a student orientation module in Canvas LMS for all Tarleton Today courses that detail program enrollment, student academic integrity, and FERPA rights.

h. Provide information in the Tarleton Today college courses and through Canvas notifications related to distance college course enrollment activities, including registration, credit type selection, credit status, and official transcript requests.
i. Provide academic resources and advising for enrolled Tarleton Today students.
j. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in Tarleton Today.

Professional Development and Support

H. Deliver professional learning to participating AISD teachers who teach a Tarleton Today course.
   a. Summer professional development for participating AISD teachers will be delivered by Tarleton Today using distance education and virtual learning technologies, or in-person trainings at one of the Tarleton State locations. Summer professional development is required for all Tarleton Today high school teachers.
   b. Academic year Professional Learning: One-day Professional Learning for new and returning participating AISD teachers will be held at Tarleton State or designated regional sites, or delivered virtually during the fall and spring semesters, at Tarleton State's sole discretion. AISD teachers are **required** to participate in and fully complete the one-day workshop during each semester in which the teacher delivers a Tarleton Today course, regardless of whether the course will be offered in the subsequent year.
   c. Participating AISD teachers will be provided certificates of completion for the hours of documented attendance, which may count as continuing professional education hours with their district.
I. Deliver professional learning and development opportunities specific to administrative and counselor roles and functions to AISD and its administration.
J. Deliver in-person or virtual presentations and/or workshops to AISD staff and community members regarding the Tarleton Today program overview, implementation, and strategies for success.
K. Tarleton Today will hire and assign a qualified course coordinator for each course offered. The coordinator will serve as the content expert and point of contact and support for the high school teacher.
L. Provide ongoing, one-on-one feedback and guidance to the high school teacher.
M. Provide virtual coaching to each Tarleton Today high school teacher to support course implementation and enhance their professional practice.

Institutional Effectiveness

N. Provide feedback regarding course implementation to Tarleton State faculty and academic staff, as well as AISD high school teachers and administrators. To ensure Tarleton Today is implemented and facilitated with quality and fidelity, Tarleton Today staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of Tarleton Today implementation, based on communication with the Tarleton Today AISD high school teacher(s) and classroom observations.
   a. Tarleton Today staff will alert AISD administration of any serious concerns regarding AISD or campus implementation of the Tarleton Today course pertaining to quality and fidelity. If AISD implementation of the Tarleton Today course is deemed unsatisfactory, Tarleton Today reserves the right to deny the opportunity to offer the Tarleton Today course in the future or to require a replacement high school teacher.
   b. A AISD high school teacher deemed by Tarleton Today to be unsatisfactorily implementing the course will be given the opportunity to bring course implementation into alignment with Tarleton Today expectations and be provided coaching and support as available through the course staff, Tarleton Today Professional Learning, virtual coaching, and ongoing communication. Should the high school teacher's implementation of Tarleton Today continue to be unsatisfactory or without

improvement in Tarleton Today's sole discretion, Tarleton Today will notify AISD, who will use its best efforts to identify an alternate high school teacher, and AISD will work with Tarleton Today to continue implementation of the course with the alternate high school teacher. Tarleton Today reserves the right to deny any unsatisfactorily performing teacher the opportunity to offer the course in the future.

c. Should Tarleton Today deem a Tarleton Today AISD high school teacher as not compatible with or not in the best interest of the program in Tarleton Today's sole discretion, Tarleton Today will notify AISD who will work with Tarleton Today to continue the course through an alternate teacher.
d. Any person performing Services under this Agreement on behalf of Tarleton Today must be actively employed or eligible for employment by Tarleton State and may not be on administrative or medical leave. Tarleton State must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If Tarleton State becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, a representative of the Tarleton Today program must inform the AISD district contact.

Extended Student Absences [subject to AISD policies]

O. In a case where a student is removed from their home campus and assigned to an alternative campus due to disciplinary reasons, the AISD point of contact, campus principal and/or the high school teacher of the campus must notify the Tarleton Today Program Coordinator. Information needs to include the length of the placement to determine if the student will continue in the enrolled Tarleton Today course. If the alternative placement is longer than seven (7) school days, then the following will need to be done:
    a. The administrator, Tarleton Today AISD high school teacher, and Tarleton Today course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If determined, the student will not have the appropriate instruction and access to the course; the student will be dropped from the Tarleton Today course.
        i. If this occurs prior to the identified course enrollment date, then the AISD will not be invoiced for this student.
        ii. If the student is enrolled in a year-long Tarleton Today course, the student will be dropped from the Tarleton Today course, the Canvas LMS system, and a schedule change will be made for the student's high school schedule.
P. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident, or other circumstance, the AISD point of contact, campus principal and/or the high school instructor must notify the Tarleton Today Program Coordinator immediately to determine if enrollment may continue, which decision will be made on Tarleton Today in its sole discretion.

4. Responsibilities of AISD [subject to AISD policies and applicable law]

A. Implement one or more Tarleton Today courses.
    a. Assign a(n) AISD contact responsible for overseeing the implementation of Tarleton Today high school course(s) and participating in meetings designated for AISD administration with Tarleton Today staff.
        i. This AISD contact will provide up-to-date contact information for AISD and its campus administration. In the event there is a change in administration at AISD or at its campuses, the AISD contact will update Tarleton Today.
    b. Assign 1-2 campus administrators to attend the Tarleton Today train-the-trainer session(s) held online in a webinar-based format. The training will model the parent night presentation, resources, and retention strategies.

c. Assign a designated contact for ensuring websites, email addresses, and support for technology related requests. This person will also be responsible for uploading course rosters following a specific format prior to the start of the school year.
d. Tarleton Today courses do not replace Advanced Placement (AP) curriculum or prepare students for AP exams. Neither Tarleton Today syllabi nor course content may be used for submission to satisfy the requirements for third-party evaluation.

B. Recruit high school teacher(s) with appropriate qualifications to teach the Tarleton Today course(s), all consistent with AISD policies.
   a. Minimum requirements for all Tarleton Today AISD high school teachers include:
      i. Bachelor's degree in discipline or related field.
      ii. One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g. calculus for precalculus).
      iii. Completed annual Tarleton Today teacher application.
      iv. Obtain a Tarleton State UID in order to access Canvas LMS and other systems required for implementation of the Tarleton Today program. Tarleton Today will provision the UID as high assurance and may suspend, terminate, or revoke access to its systems through the UID affiliation at Tarleton Today sole discretion. The UID affiliation with Tarleton Today will be revoked if this agreement is terminated or if a Tarleton Today AISD high school teacher can no longer complete the course.
      v. Successful completion of required tasks before the start of summer professional development, including, but not limited to, completion of FERPA training module provided by Tarleton Today. Tasks will be determined and shared by the Tarleton Today professional learning and development staff in advance of summer professional development. AISD high school teachers approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required pre-professional development tasks may not be eligible to attend the summer professional development. The decision to admit or deny such teacher and any accompanying conditions will be determined by the Tarleton State Faculty Lead and Program Coordinator at their discretion.
      vi. Successful completion of summer professional development. New Tarleton Today AISD high school teachers must participate in the entire Summer professional development and complete all assigned work, both before and during the training.
      vii. Attendance at and completion of all required virtual conferences or virtual learning modules, academic year trainings, and professional development assignments.
      viii. Attendance at the Fall and Spring Professional Development
         1. AISD teachers are required to participate in and fully complete both academic year professional developments in which the teacher delivers a Tarleton Today course, regardless of whether the course will be offered in the subsequent year. Each Fall and Spring professional development will provide up to eight hours of continuing professional education hours.
      ix. Review communication from Tarleton Today course staff in weekly newsletters and respond accordingly to routine requests.
      x. Adhere to guidelines regarding Tarleton Today course content intellectual property. AISD is responsible for informing teachers that they do not have a license to use any Tarleton Today provided materials outside of the scope of this agreement.
      xi. Deliver Tarleton Today instructional materials through the Tarleton Today instance of Canvas LMS.
   b. Additional requirements for Tarleton Today returning AISD teachers include:
      i. Successful implementation of Tarleton Today course during the previous academic year according to requirements under section D below.

C. Ensure Tarleton Today AISD high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:

a. Access to Canvas LMS. Participating AISD campuses will work with the Tarleton Today support team to ensure their campus and students can fully access the Canvas LMS.
b. Access to computers, internet, and allow lists, as specified by Tarleton Today, and adhere to requirements outlined in the most recent Tarleton Today Technology Manual.
c. Scheduled access to technology that meets the specifications defined by Tarleton Today for each course. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the internet to view materials and complete and submit assignments, quizzes, tests, and exams, and the following technology for specific course implementation (as applicable).
d. Audio/visual projection and/or whiteboard.
e. Copy/scanning services to duplicate some course materials and distribute to students in the Tarleton Today course and upload assignments.
f. Provide course specific requirements as listed in Exhibit C.

D. Ensure Tarleton Today AISD high school teachers implement the program with fidelity, including the following:
   a. Tarleton Today instructors are expected to adhere to Texas Administrative and Education Code, including the Educators' Code of Ethics (19 TAC Chapter 247).
   b. Administer and facilitate Tarleton Today-required assignments and assessments without alteration through the Tarleton Today instance of Canvas LMS.
   c. Have students create a Tarleton State UID and register for Tarleton Today sections.
   d. Use Canvas LMS to assign and grade high school work as specified by Tarleton Today course staff.
   e. Participate in professional learning, including summer professional development, one-day workshops, video conferences or virtual learning modules, virtual coaching, and ongoing opportunities during each semester in which they teach the Tarleton Today course. To facilitate teacher participation in the one-day workshops, AISD agrees to pay the cost of substitute teachers for the days the teacher will attend the workshops.
   f. Maintain regular communication via email, phone, video web conferencing, etc. with Tarleton Today course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
   g. Notify Tarleton Today of AISD high school teacher absences that exceed four or more consecutive class days or of teacher resignations using the provided form in the case when the teacher cannot self-report.
E. Recruit and approve eligible students to participate in the Tarleton Today courses.
   a. Students eligible to participate in Tarleton Today courses must:
      i. Be enrolled in a AISD high school
      ii. Demonstrate commitment to completing academic requirements
F. Ensure students enrolled in the Tarleton Today program meet the minimum academic requirements for each course as shown in Exhibit A.
G. Ensure students complete the Tarleton Today registration process within the first two weeks of school. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian shall acknowledge and consent the student is enrolling in a college course with the opportunity to earn college credit. **Consent forms must be submitted within one week of the AISD school start date.**
H. Any person performing Services under this Agreement on behalf of AISD must be actively employed or eligible for employment by AISD and may not be on administrative leave. AISD must comply with applicable criminal background check requirements for their respective faculty, staff, and employees performing Services under this Agreement. If

AISD becomes aware that one of its faculty, staff, or employees performing Services does not meet these requirements, the district contact, who oversees the Tarleton Today program, must inform Tarleton Today within 24 business hours.

5. Summer Professional Development, Teacher Registration, and Attendance

1. AISD high school teachers are required to register for Summer Professional Development **two weeks prior** to the start of Summer Professional Development.
2. New Tarleton Today AISD high school teachers must participate in the entire Summer Professional Development and complete all assigned work, both pre- and during Professional Development. New Tarleton Today high school teachers are defined as those who are implementing a Tarleton Today course for the first time or for the first time after more than one year of absence.
    a. The AISD teacher assigned to the course **must** successfully complete the New Teacher Summer Professional Development experience at least once, in its entirety, before implementing a Tarleton Today course for the first time. If the teacher continues to offer the course in subsequent years, they are required to attend the Returning Instructor Summer Professional Development for each subsequent year they implement that course. If a teacher is assigned to implement a new Tarleton Today course in addition to their current Tarleton Today course, the instructor must complete the New Teacher Summer Professional Development for the new course.
3. Cancelation policy:
    a. All high school teachers must cancel their registration in writing at least one week prior to any in-person Professional Development. AISD will be invoiced for all registered high school teachers two weeks prior to the event starting and will pay such invoices within thirty (30) days.
    b. If a high school teacher registers for Summer Professional Development and is unable to attend, the teacher must communicate this change to the Tarleton Today Professional Learning and Development team in writing at least one week prior to the start of Summer Professional Development. The district contact may coordinate with Tarleton Today to identify an appropriate replacement. Fees will be assessed based on teachers who complete Summer Professional Development.
    c. In the event of an emergency about which Tarleton Today staff and the teacher's principal are notified, a teacher may arrange to make up as much as 20% of Summer Professional Development and still be eligible to teach the Tarleton Today course. Tarleton Today AISD high school teachers who miss more than 20% of Summer Professional Development, regardless of the reason, will be on probationary status and their approval to serve as a Tarleton Today high school teacher will be evaluated by Tarleton Today on a case-by-case basis.
4. If a high school teacher attends Summer Professional Development, and the course for which the teacher is trained is not offered for the school year, AISD will be:
    a. Charged the full fee based on whether they are new or returning, for Summer Professional Development.
    b. All materials provided to AISD for the course must be returned to Tarleton Today within 30 days.

6. Educational Records and Data Sharing

A. AISD and Tarleton Today create, maintain, and manage their own educational records for students and teachers. Tarleton Today maintains all educational records created as a result of the Tarleton Today program consistent with FERPA, as well as applicable Texas A&M University System (TAMUS) policy 16.01.02 and any applicable law. In order to provide the Tarleton Today program and related services to AISD and for AISD's accountability reporting purposes, Tarleton Today requires specific student information from AISD. All such records are provided the same security as those outlined in TAMUS Policy 16.01.02 and the Data Sharing

Agreement and will not be sold or shared with external sources except as allowed by law. See Exhibit B Data Sharing Agreement which sets terms and conditions for the exchange by the Parties of data needed to support the Tarleton Today program.

B. Following Tarleton State's Institutional Review Board standards and policy, as applicable, Tarleton Today may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvements.

C. For legitimate educational interests, Tarleton Today will facilitate the exchange of information among institutions, with the Texas Higher Education Coordinating Board, the Texas Education Agency, Tarleton Today high school teachers, Tarleton Today faculty and staff, and AISD contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to verify student's economic status related to state funding reimbursement, 3) to verify student accommodations under IDEA and/or Section 504; 4) to facilitate early intervention and support student success; 5) pertaining to whether college credit is earned, accepted, and/or declined; 6) to facilitate accurate recordkeeping; and 7) to address academic integrity issues. If either party obtains access to AISD and/or Tarleton State records or record systems protected under FERPA, each party agrees to adhere to the provisions of FERPA. While in possession of FERPA records and data, only persons authorized to access the student data related to the Tarleton Today program will be granted access consistent with FERPA.

7. Insurance.

AISD acknowledges that, because Tarleton State is an agency of the state of Texas, liability for the tortious conduct of employees of Tarleton State or for injuries caused by conditions or use of tangible state property is provided solely by the provisions of the Texas Tort Claims Act (Texas Civil Practice and Remedies Code Chapters 101 and 104); and that workers' compensation insurance coverage for employees of Tarleton State is provided by the [A&M SYSTEM] as mandated by the provisions of Chapter 502, Texas Labor Code. Tarleton State shall have the right, at its option, to (a) obtain liability insurance protecting Tarleton State and its employees and property insurance protecting Tarleton State's buildings and contents, to the extent authorized by Section 51.966, Texas Education Code, or other law, or (b) self-insure against any risk that may be incurred by Tarleton State as a result of its operations under the Agreement.

8. FERPA.

For purposes of the Family Educational Rights and Privacy Act ("FERPA"), Tarleton State hereby designates AISD as a school official with a legitimate educational interest in any education records (as defined in FERPA) that AISD is required to create, access, receive, or maintain in order to fulfill its obligations under this Agreement. AISD shall comply with FERPA as to any such education records and is prohibited from redisclosure of the education records except as provided for in this Agreement or otherwise authorized by FERPA or Tarleton State in writing. AISD is only permitted to use the education records for the purpose of fulfilling its obligations under this Agreement and shall restrict disclosure of the education records solely to those employees, subcontractors or agents who have a need to access the education records for such purpose. AISD shall require any such subcontractors or agents to comply with the same restrictions and obligations imposed on AISD in this Section, including without limitation, the prohibition on redisclosure. AISD shall implement and maintain reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use.

9. Indemnification

To the extent allowed by law and without waiving any immunities, AISD shall indemnify and hold harmless The Texas A&M University System, Tarleton State, and their regents, employees and agents (collectively, the "A&M System Indemnitees") from and against any third-party claims, damages, liabilities, expense or loss asserted against A&M System Indemnities arising out of any acts or omissions of AISD or its employees or agents pertaining to the activities and obligations

under this Agreement, except to the extent such liability, loss or damage arises from an A&M System Indemnitee's gross negligence or willful misconduct.

10. Term and Termination

A. This Agreement shall commence on April 1, 2026 (the "Effective Date") and continue through August 31, 2027 (the "Term") unless earlier terminated as provided herein.

B. This Agreement may be terminated without cause by either Party upon 30 days' written notice to the other Party.

11. Loss of Funding.

Performance by Tarleton State under this Agreement may be dependent upon the appropriation and allotment of funds by the Texas State Legislature (the "Legislature"). If the Legislature fails to appropriate or allot the necessary funds, Tarleton State will issue written notice to AISD and Tarleton State may terminate this Agreement without further duty or obligation hereunder. AISD acknowledges that appropriation of funds is beyond the control of Tarleton State. In the event of a termination or cancellation under this Section, Tarleton State will not be liable to AISD for any damages that are caused or associated with such termination or cancellation.

12. PAYMENT TERMS/PROMPT PAYMENT

Tarleton State's payment shall be made in accordance with Chapter 2251, *Texas Government Code* (the "Texas Prompt Payment Act"), which shall govern remittance of payment and remedies for late payment and non-payment.

13. Ownership of Created Works.

AISD maintains its ownership, rights, title and interest in and to all works prepared by AISD under this Agreement ("Deliverables"), including, without limitation, all copyrights, patents, trademarks, trade secrets and other intellectual property rights and all other rights that may hereafter be vested relating to the Deliverables under law. Deliverables include but are not limited to curricula, lesson plans, assessments, software code, multimedia content, instructional materials, training modules, data compilations, reports, and other materials developed specifically under the Agreement. All materials provided by Tarleton State are for sole use within the courses under this Agreement. AISD certifies that all Deliverables will be original, or that AISD will have obtained all rights necessary for the unrestricted use of the Deliverables by Tarleton State. AISD shall secure for Tarleton State all consents, releases, and contracts and perform other reasonable acts as Tarleton State may deem necessary to secure and evidence Tarleton State's rights in any Deliverable.

14. Independent Contractor

Notwithstanding any provision of this Agreement to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this Agreement or by AISD's service to Tarleton State. Except as specifically required under the terms of this Agreement, AISD (and its representatives, agents, employees and subcontractors) will not represent themselves to be an agent or representative of Tarleton State or [A&M SYSTEM]. As an independent contractor, AISD is solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers' compensation insurance. AISD and its employees shall observe and abide by all applicable Tarleton State policies, regulations, rules and procedures, including those applicable to conduct on its premises.

15. Dispute Resolution.

To the extent that Chapter 2260, *Texas Government Code* is applicable to this Agreement, the dispute resolution process provided in Chapter 2260, and the related rules adopted by the Texas

Attorney General pursuant to Chapter 2260, shall be used by Tarleton State and AISD to attempt to resolve any claim for breach of contract made by AISD that cannot be resolved.

16. Notice.

Any notice required or permitted under this Agreement must be in writing, and shall be deemed given: (a) three (3) business days after it is deposited and post-marked with the United States Postal Service, postage prepaid, certified mail, return receipt requested, (b) the next business day after it is sent by overnight carrier, (c) on the date sent by email transmission with electronic confirmation of receipt by the party being notified, or (d) on the date of delivery if delivered personally. Tarleton State and AISD can change their respective notice address by sending to the other Party a notice of the new address. Notices should be addressed as follows:

AISD at:

ARLINGTON ISD
690 E LAMAR BLVD
ARLINGTON, TX 76011

Tarleton State at:

Dr. Jolena Waddell
Box T-0010
1333 W. Washington St.
Stephenville, TX 76402
jwaddell@tarleton.edu

With a copy to:

Tarleton State University
Attn: Contract Specialist
Box T-0120
Stephenville, TX 76402
contracts@tarleton.edu

17. Venue; Governing Law

Pursuant to Section 85.18(b), *Texas Education Code*, mandatory venue for all legal proceedings against Tarleton State is to be Tarrant County, Texas. The validity of this Agreement and all matters pertaining to this Agreement, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed and determined by the Constitution and the laws of the State of Texas.

18. Entire Agreement

This Agreement constitutes the entire and only agreement between the Parties hereto and supersedes any prior understanding, written or oral agreements between the Parties, or "side deals" which are not described in this Agreement. This Agreement may be amended only by a subsequent written agreement signed by authorized representatives of both parties. Nothing in this Agreement shall waive any party's immunity.

19. Non-Assignment

AISD shall neither assign its rights nor delegate its duties under this Agreement without the prior written consent of Tarleton State.

20. Survival

277 Any provision of this Agreement that may reasonably be interpreted as being intended by the Parties to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement.

21. Cybersecurity Training Program

Pursuant to Section 2054.5192, *Texas Government Code*, AISD's employees, officers, and subcontractors who have access to Tarleton State's computer system and/or database must complete a cybersecurity training program certified under Section 2054.519, *Texas Government Code*, and selected by Tarleton State. The cybersecurity training program must be completed by AISD's employees, officers, and subcontractors during the Term and any renewal period of this Agreement. AISD shall verify completion of the program in writing to Tarleton State within the first thirty (30) calendar days of the Term and any renewal period of this Agreement. AISD acknowledges and agrees that its failure to comply with the requirements of this paragraph are grounds for Tarleton State to terminate this Agreement for cause.

22. Access by Individuals with Disabilities

AISD represents and warrants that the electronic and information resources and all associated information, documentation, and support that it provides to Tarleton State under this Agreement (collectively, the "EIRs") comply with the applicable requirements set forth in Title 1, Chapter 213 of the *Texas Administrative Code* and Title 1, Chapter 206 of the *Texas Administrative Code* (as authorized by Chapter 2054, Subchapter M of the *Texas Government Code*) (the "EIR Accessibility Warranty"). If AISD becomes aware that the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, AISD shall, at no cost to Tarleton State, either (1) perform all necessary remediation to make the EIRs satisfy the EIR Accessibility Warranty or (2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. In the event that AISD fails or is unable to do so, Tarleton State may immediately terminate this Agreement, and AISD will refund to Tarleton State all amounts paid by Tarleton State under this Agreement within thirty (30) days following the effective date of termination.

23. Payment of Debt or Delinquency to the State

Pursuant to Sections 2107.008 and 2252.903, *Texas Government Code*, AISD agrees that any payments owing to AISD under this Agreement may be applied directly toward certain debts or delinquencies that AISD owes the State of Texas or any agency of the State of Texas regardless of when they arise, until such debts or delinquencies are paid in full.

24. State Auditor's Office

AISD understands that acceptance of funds under this Agreement constitutes acceptance of the authority of the Texas State Auditor's Office, or any successor agency (collectively, "Auditor"), to conduct an audit or investigation in connection with those funds pursuant to Section 51.9335(c), Texas Education Code. AISD agrees to cooperate with the Auditor in the conduct of the audit or investigation, including without limitation, providing all records requested. AISD will include this provision in all contracts with permitted subcontractors.

25. Severability

In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the Agreement that are required by changes in federal or state law or regulations are automatically incorporated into the Agreement

without written amendment hereto and shall become effective on the date designated by such law or by regulation.

26. Public Information.

AISD acknowledges that Tarleton State is obligated to strictly comply with the Public Information Act, Chapter 552, *Texas Government Code*, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law. Upon Tarleton State's written request, AISD will promptly provide specified contracting information exchanged or created under this Agreement for or on behalf of Tarleton State to Tarleton State in a non-proprietary format acceptable to Tarleton State that is accessible by the public. AISD acknowledges that Tarleton State may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a)(1), *Texas Government Code*. The requirements of Subchapter J, Chapter 552, *Texas Government Code*, may apply to this Agreement and AISD agrees that this Agreement can be terminated if AISD knowingly or intentionally fails to comply with a requirement of that subchapter.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

Receiving Party ARLINGTON ISD		Performing Party TARLETON STATE UNIVERSITY
Signature: _____	CMH	Signature: Jolena Waddell
Name: _____		Name: Jolena Waddell
Title: _____		Title: Associate Provost, AVP Student Academic Success & Achievement
Date: _____		Date: 5/6/2026

Exhibit A
2026-27 Tarleton Today Courses

Tarleton Today Course Name	Tarleton State Course Code	TCCNS Equivalency	Texas Core Code	High School Course	Required Prerequisites
Intro to Agricultural Economics	AGEC 2317	AGRI 2317	080	Agribusiness Management & Marketing	
Agronomy	AGRI 1307 +1107	AGRI 1407, AGRI 1307 + 1107		Advanced Plant and Soil Science	Prerequisites: Biology; either Chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design.
General Animal Science	ANSC 1319 + 1119	AGRI 1419, AGRI 1319 + 1119	030	Advanced Animal Science	Biology & Chemistry or Integrated Physics & Chemistry (IPC); Algebra I & Geometry; and either Small Animal Management, Equine Science, or Livestock Production.
Business Computer Applications	BCIS 1305	BCIS 1305		Foundations of Business Communication and Technologies	
Anatomy and Physiology	BIOL 2401	BIOL 2401	030	Anatomy and Physiology	one credit in Biology and one credit in Chemistry, Integrated Physics and Chemistry, or Physics
Business Principles	BUSI 1301	BUSI 1301		Principles of Business, Marketing, and Finance	
Personal Finance	BUSI 1307	BUSI 1307	080	Economics or Personal Financial Literacy	
Business Law I	BUSI 2301	BUSI 2301		Business Law	
College Chemistry I	CHEM 1311 + 1111	CHEM 1311, CHEM 111	030	Chemistry	Credit in Algebra II or Coenrollment in Algebra II
Public Speaking	COMM 1315	COMM 1315, SPCH 1315	010	Public Speaking	
Composition I	ENGL 1301	ENGL 1301	010	English III	Credit in English I and English II
Composition II	ENGL 1302	ENGL 1302	010	English IV	Credit in English I, English II, and English III, ENGL 1301
Intro to Creative Writing	ENGL 2307	ENGL 2307	050	English IV	Credit in English I, English II, and English III, ENGL 1301
British Literature	ENGL 2321	ENGL 2321	040	English IV	Credit in English I, English II, and English III

American Literature	ENGL 2326	ENGL 2326	040	English III	Credit in English I and English II, and English III
Federal Government	GOVT 2305	GOVT 2305	070	United States Government	
United States History I	HIST 1301	HIST 1301	060		
United States History II	HIST 1302	HIST 1302	060	US History since 1877	
College Algebra	MATH 1314	MATH 1314	020	Algebra II or Independent Study in Math	Credit in Algebra I
Elementary Statistical Methods	MATH 1342	MATH 1342	020	Statistics, Statistics and Busines Decision Making, or Independent Study of Mathematics	Credit in Algebra I
Precalculus	MATH 2412	MATH 2412	020	Precalculus or Independent Study of Mathematics	Credit in Algebra II & Geometry
Music Appreciation	MUSI 1306	MUSI 1306	050	Music Studies-Music Appreciation I or II	
General Psychology	PSYC 2301	PSYC 2301	080	Psychology	
Accounting I – Financial	ACCT 2301	ACCT 2301		Accounting I	Credit in Algebra II or Coenrollment in Algebra II
Intro to the Teaching Profession	EDUC 1301	EDUC 1301		Instructional Practices in Education and Training or Principles of Education and Training	
Introduction to Special Populations	EDUC 2301	EDUC 2301		Instructional Practices or Practicum in Education and Training	
Adapting Instruction to Today's Learners	EDUC 2330	EDUC 2330		Instructional Practices or Practicum in Education and Training	
Horticulture	HORT 1301	HORT 1301		Horticultural Science	
Foundations of Leadership	LDRS 2301			Through Junior ROTC only	

Exhibit B
Data Sharing Agreement

DATA SHARING AGREEMENT BY AND BETWEEN
ARLINGTON ISD
AND
TARLETON TODAY AT TARLETON STATE UNIVERSITY

Pursuant to this Data Sharing Agreement, ARLINGTON ISD agrees to provide individual student-level data to Tarleton Today at Tarleton State University (Tarleton State) for the purpose of implementing, billing, and evaluating the Tarleton Today dual enrollment program and informing Tarleton Today students of academic opportunities at Tarleton. AISD hereby appoints Tarleton Today as a legitimate educational official of AISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, Tarleton Today hereby appoints AISD as a legitimate educational official of Tarleton Today in accordance with FERPA. Tarleton Today agrees to provide individual student-level data to AISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this Data Sharing Agreement are in effect until August 31, 2027 unless terminated in writing by one or both Parties.

1. Data type and exchange timeline
AISD Designee for Student Data and Tarleton Today will coordinate data exchange for all Tarleton Today program participants for the 2026-2027 academic year, as follows:

Responsible Party	Time Period	Type of Data
Tarleton Today	June 2026 – July 2027	Throughout the academic year Tarleton Today will provide information about student enrollments, including course rosters, and final grades. Access to the information will be limited to pre-identified campus and AISD personnel who must obtain a TARLETON Electronic Identification and password in order to access the information. The following enrollment and performance data is provided throughout the academic year, as information becomes available. • Course enrollments • Final letter grade • Credit decision (credit accepted or declined) • University transcript grade • Student qualifying status for FAST funding • Student qualifying status for accommodations under IDEA or Section 504
AISD	July 2026 (one month prior to student start date) October 2026 (for Spring only enrollments)	Student registration information will be provided by the district to Tarleton Today to enroll students in courses and create their Tarleton State University accounts. This data transfer will include the following information. • Student First Name • Student Middle Name • Student Last Name • Student Date of Birth • Student School Email Address • Student Projected High School Graduation Year • Student Gender • Student Ethnicity

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		• Student Physical Address • Student Mailing Address (if different) • Student TSDS • Student School ID • Student Free/Reduced Lunch Status • Parent/Guardian Name • Parent/Guardian Email Address • Parent/Guardian Phone Number In order for Tarleton Today to identify students who qualify for the reduced course enrollment fee, Tarleton Today must obtain Student State IDs. Based on the Student State IDs, the Texas Education Agency (TEA) provides Tarleton Today with students' Economic Disadvantage Status. • TEA-assigned TX-UNIQUE-STUDENT-ID (Student Unique ID)
AISD	May 2026 – July 2027	In order for Tarleton Today to engage in ongoing learning about student experiences, high school grades are exchanged. • High school grade in Tarleton Today course, semester 1 • High school grade in Tarleton Today course, semester 2 • High school grade in Tarleton Today course, cumulative

2. Data protection

All data will be exchanged using secure systems and in an encrypted, password-protected electronic format by AISD and Tarleton Today.

Tarleton Today endeavors that in all reports, electronic or otherwise, derived from information made available under this Data Sharing Agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. Tarleton Today further endeavors that the data elements will not be released to a third party without written parental or student (as applicable) consent.

While in possession of this data, both Parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of Tarleton Today or other Tarleton program to have access to the data. Both Parties agree to store the data in an encrypted format, in a secure area and to prevent unauthorized access.

3. Information shared with TEA and THECB

- Share rosters of individual students, including student state ID (TSDS), for all students enrolled in a Tarleton Today course at fall or spring enrollment to determine student eligibility for reduced course fee, AND
- Share rosters of individual students, including student state ID (TSDS), for students who complete a Tarleton Today course for the purpose of calculating state accountability and other required state performance reporting and metrics.

Exhibit C

COURSE SPECIFIC REQUIREMENTS

Course	Requirements
College Algebra, Precalculus, Elementary Statistical Methods	• Graphing calculators or access to Desmos
Agronomy	• Basic Soil Testing Kit • pH meter • Soil Probe • Access to a variety of soil samples to test, identify, use with textural triangle, and send off for official analysis • Hand magnifiers • Access to microscopes • Ability to make slides and/or have access to a slide set that includes plant tissues, specialized plant cells, samples of cells from roots, leaves, stems, flower parts, etc. • Ability to test and observe different nutrient deficiencies • Access to seed for evaluation, identification, and germination testing
General Animal Science Laboratory	• Access to at least two livestock species (e.g., cattle, horses, sheep, goats, pigs, rabbits, poultry) • 10 gummy bears per student • 1 plastic knife per student • Paper plates • Napkins • Tape • Scissors • 1 kitchen sponge per group • 3 small funnels per group • 3 large diameter drinking straws per group • 1 small plastic water bottle per group • 1 rubber glove per group • 1 cotton ball per group • 1 small safety pin per group • Masking tape • Waterproof tape • Strong tape • Small bucket for water • 5 oz plastic cups • Milk powder • Corn starch • Betadine antiseptic solution • Water pitcher • Popsicle sticks • Sharpies • Labels • Paper towels
Music Appreciation	• Headphones for assessments • Attend two concerts/performances

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Intro to the Teaching Profession and Intro to Special Populations	• 16 field experience hours over at least six site visits
Anatomy & Physiology	Models from Ward's Science: Sexless Teaching Torso Somso Full-Figure Muscular Human Anatomy Model Heart of America Model Respiratory System and Heart 3B Scientific Introductory Circulatory System Somso Skin Model Female Disarticulated Skeleton 3B Scientific Rod Mount Skeleton Ward's Bone Structure Model 3B Scientific MICROanatomy Bone Structure Model Elsco Skull Model 3B Scientific Half-Head with Musculature Elsco Brain with Arteries Somso Kidney Structures Model Somso Ovary Model 3B Scientific Pelvic Relief Models- Male 3B Scientific Pelvic Relief Models- Female 3B Scientific Introductory Eye in Orbit Model 3B Scientific Ear Model **Dissection Specimen (recommend one specimen for every 3-5 students):** 9"-11" Single Fetal Pig Sheep eye Sheep Brains with Dura Sheep Heart- Uncut Student Dissecting set Dissecting Tray with Wax **Microscope Slides:** Ward's Science: Giant Multipolar Motor Neurons Artery & Vein Ovary (mammalian) Mautre Follicles Muscle (mammalian) 3 Types Meissner's Corpuscle Adult Scalp, Unpigmented, Lung, Pseudostratified, Ciliated, Columnar, Epithelium Kidney (Mammal) Elastic Cartilage (Rabbit) Reticular tissue Areolar Stomach (fundic region) Pituitary Gland Lymph node (mammal) Thyroid and Parathyroid Triarch Incorporated: Human Blood, Bone Human Ground CS Bone Decalcified CS LS Testis Spermatogenesis

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	Mitosis Slide Whitefish Blastodisc Jejunum Squamous Epithelium Adrenal Gland Pancreas (Islands of Langerhans)
College Chemistry I (for class of 32 working in pairs):	Lab Equipment: Safety Splash Goggles (32) 50 mL graduated cylinder (16) 50 mL beaker (32) 100 mL beaker (16) Analytical balance (at least 4 or more) Glass stirring rod (32) 25 mL volumetric flask (16) Vernier Caliper (16) Alcohol-based thermometer (32) ruler (16) funnel 70 mm (16) large ice bucket (8) scissors (16) hot hands (32) 150 mL beakers (32) Ring stand (32) funnel support or ring support (32) Spatulas (32) burette (32) burette clamp (32) 125 mL Erlenmeyer Flasks (48) 250 mL Erlenmeyer flasks (32) Wash/water bottle (32) Molecular model kit (instructor)Lcontains trigonal planar central atom 600 mL beakers (32) 100 mL Graduated cylinder (32) 500 mL graduated cylinder (32) size 5 one-holed rubber stopper (16) size 6 – one-holed rubber stopper (16) hot plate (16) Droppers (32) Pennies (32) 10 mL graduated cylinder (32) 400 mL beakers (32) Borosilicate glass test tubes 25 x 150 mm heat resistant (32) Chemicals (amount needed for entire course): DI water readily available (distilled water as sub) Sand (200 g+) sodium chloride (400 g+)

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	Benzoiz acid (200 g+) iron fillings (100g +) Specific gravity metal cylinders 4 different if possible Cu, Zn, Al, Steel (8 of each) aluminum pellets (500 g+) Magnet bars 32 zinc sulfate heptahydrate (200 g+) potassium carbonate (200g+) Sodium carbonate (200 g+) magnesium sulfate heptahydrate (200 g+) calcium chloride dihydrate (200 g+) Phenolphthalein indicator dry potassium hydrogen phthalate (KHP) (200 g+) Sodium hydroxide (200 g+) store bought vinegar (1 gallon) citric acid (100 g+) boiling chips (1 container) isopropanol (100 mL) ethanol (100 mL) ethanol (100 mL) acetone (100 mL) hexane (1600 mL) 1.00 M Hydrochloric acid (1000 mL) 1.00 M sodium hydroxide (1000 mL) ammonium nitrate anhydrous (200 g+) magnesium sulfate anhydrous (200 g+) steel shot (500 g) Zinc mossy (500 g) Consumables (for entire course): aluminum foil (one roll) nitrile gloves (as needed) 12.5 cm filter paper (needed for two experiments) weighing boat (as needed) paper towels (as needed) lighter (2) crushed ice (as needed) plastic wrap (1 roll) weighing paper (2 boxes) white paper (1 ream) plastic cup/coffee cup (32) 1 mL pipets (150 or box) capillary tubes (32 or 2 tubes for stock) balloons (32) Styrofoam coffee cups (64) handmade cardboard lid for Styrofoam cups (16)