



Aledo ISD Student Handbook

2025–2026 School Year

If you have difficulty accessing the information in this document because of disability, please contact kraymond@aledoisd.org or 817-441-8327.

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Preface

Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Aledo ISD Student Handbook is a general reference guide that is divided into two sections:

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

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

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

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

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

Therefore, parents and students should become familiar with the Aledo ISD **Student Code of Conduct**. To review the Code of Conduct, visit the district’s website at: <https://www.aledoisd.org/parents-students/parent-students/student-code-of-conduct> State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested by emailing Stacey Stocks at sstocks@aledoisd.org.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [insert URL].

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

Kimberly Raymond
Deputy Superintendent
1008 Bailey Ranch Road
Aledo, Texas 76008
(817) 441-8327

Parents will access your Ascender/Parent Portal account to complete these forms.

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities).

[See [Release of Directory Information](#).]

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [Aledo ISD Board Policy Online](#).

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Kimberly Raymond at kraymond@aledoisd.org or **817-441-8327**.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

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

The Pure Truth program presents instruction on healthy decision making in a number of areas of life, and portions of that instruction focus on human sexuality. The program presents from a model of sexual risk avoidance which encourages sexual abstinence outside of a committed, monogamous relationship such as marriage as the most effective way to protect one's sexual health. Parenting, adoption, and abortion are addressed as pregnancy options along with the consequences inherent in each option. A lesson covers the risk of contracting STIs includes a discussion of the four types of sex, vaginal sex, oral sex, anal sex, and mutual masturbation, and the fact that each type can transmit infections. Physical and emotional boundaries and the concept of consent are taught. Instructors discuss the dangers of sharing sexually explicit images or content via online or digital platforms, the legal ramifications as a minor, as well as the reality of human trafficking and sex trafficking and how to recognize the signs of someone in danger.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.

- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

Consent Before Human Sexuality Instruction

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

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

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

Annual Notification

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

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.

- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

Consent to Provide a Mental-Health Care Service

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

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

School counselors or district intervention counselors will contact parents with information and resources to access, as needed and upon parental consent, a free mental health assessment to determine the potential need for an appropriate placement for behavioral health support. Mental health assessments will be conducted by specialists employed outside of the district but working in conjunction with school district personnel with consent from parents. Attempts to contact parents will be made by calling phone numbers available in the district student management system, starting first with parents and guardians and then calling emergency contacts if parents are not available. In the event of early warning signs indicating a risk of a suicide attempt, students will be accompanied at all times by an adult until parents arrive at the school.

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

The mental health liaison can be reached at: The mental health liaisons, Sheila Lashley (slashley@aledoisd.org) and Hannah Garner (hgarner@aledoisd.org) can be reached via email and can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see [Mental Health Support](#).

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

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

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student’s work on the district’s website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

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

Opting out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the 60th percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subject to other physical force as a means of discipline for violations of the **Student Code of Conduct**. [See policy [FO\(Local\)](#)]

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student's name and photograph posted on a district-approved and -managed social media

platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name and grade level. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at [Authorized Inspection and Use of Student Records](#) .

Regarding Directory Information and Parent's Response Regarding Release of Student Information

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

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; enrollment status; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, directory information shall include student name and grade level. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Also review the information at [Authorized Inspection and Use of Student Records](#) .

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

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

- Name,
- Address, and
- Telephone listing.

Participation in Third-Party Surveys

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

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

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

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

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

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

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

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law.

A parent may inspect:

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

The ED provides extensive information about the Protection of Pupil Rights Amendment, including a PPRA Complaint Form. [See policies [EF](#) and [FFAA](#).]

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

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

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

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

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

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

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

[See policy [EHBK](#)(LEGAL).]

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

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

[See [Pledges of Allegiance and a Minute of Silence](#) and policy [EC\(LEGAL\)](#).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies [EC](#) and [EHBC](#). See [Standardized Testing](#) for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, Reading Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy [FO\(Legal\)](#) and the **Student Code of Conduct**.]

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

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

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,

- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- Records relating to school library materials the child obtains from a school library [See **Library (All Grade Levels)** for more information.]
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at [Objecting to the Release of Directory Information](#) are the right to:

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

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

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

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

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

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

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

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of

Agriculture’s office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see [Release of Directory Information](#) .]

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

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

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

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

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

You may contact the custodian of records for currently enrolled students at:

The address of the superintendent’s office is **1008 Bailey Ranch Road, Aledo, 76008**.

The address of the principal’s office is:

Aledo High School	1000 Bailey Ranch Road, Aledo 76008
Aledo Learning Center	1016 Bailey Ranch Road, Aledo 76008
Daniel Ninth Campus	990 Bailey Ranch Road, Aledo 76008
Aledo Middle School	416 FM 1187 South, Aledo 76008
McAnally Middle School	14700 Old Weatherford Rd, Fort Worth TX 76008
Annetta Elementary	2533 W FM 5, Annetta TX 76008
Coder Elementary	12 Vernon Road, Aledo 76008
McCall Elementary	400 Scenic Trail, Willow Park 76087

Aledo High School	1000 Bailey Ranch Road, Aledo 76008
McKinney Elementary	14748 Lynn McKinney Way Aledo TX 76008
Stuard Elementary	200 Thunderhead Lane, Aledo 76008
Vandagriff Elementary	151 FM 5 South, Aledo 76008
Walsh Elementary	14113 Walsh Avenue, Fort Worth 76008
Early Childhood Academy	408 FM 1187 South, Aledo 76008

You may contact the custodian of records for students who have withdrawn or graduated at:

Christine Cormier
District PEIMS Coordinator
1008 Bailey Ranch Rd
ccormier@aledoisd.org
817-441-8327

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

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

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the complaint process found in policy [FNG\(LOCAL\)](#). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district’s grading guidelines.

[See [Report Cards/Progress Reports and Conferences](#) on page , [Complaints and Concerns](#) on page , and Finality of Grades at policy [FNG\(LEGAL\)](#).]

The district’s student records policy is found at policy [FL\(LEGAL\)](#) and [\(LOCAL\)](#) and is available at the principal’s or superintendent’s office [or on the district’s website at aledoisd.org].

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the virtual or hybrid courses offered by the district or another district or school; and
- Graduation requirements.

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy [FDB\(LEGAL\)](#).]

Safety Transfers / Assignments

- The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.
- Transportation is not provided for a transfer to another campus. See the principal for more information.
- [See [Bullying](#) , and policies [FDB](#) and [FFI](#).]
- The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.
- [See policy [FDE](#) for more information.]
- The board will honor a parent's request for the transfer of his or her child to another district campus or a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

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

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

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

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

The district will assess the students available records to determine transfer of credit for subjects and courses taken before the students enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. For provisions on partial course credit for students who are not in the conservatorship of the state see [EI\(LOCAL\)](#).

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

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

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

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

If you have questions, please contact the district's foster care liaison: Lindsay Fuller, the District Lead Counselor, lfuller@aledoisd.org.

[See [Credit by Examination for Advancement/Acceleration](#) , and [Course Credit](#) .

A Student Who Is Homeless

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

A student who is homeless will be provided flexibility regarding certain district provisions, including:

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

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student’s available records to determine transfer of credit for subjects and courses taken before the student’s enrollment in the district; and
- Eligibility requirements for participation in extracurricular activities.

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

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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

For more information on services for students who are homeless, contact the district’s homeless education liaison: Lindsay Fuller, District Lead Counselor, lfuller@aledoisd.org.

[See [Course Credit](#) for more information.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

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

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

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

Special Education Referrals

A parent is entitled at any time to request an evaluation of the parent’s child for special education services or for aids, accommodations, or services under Section 504.

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

to evaluate the student, along with a copy of the [Notice of Procedural Safeguards \(https://fw.escapps.net/Display_Portal/publications\)](https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

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

Contact Person for Special Education Referrals

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

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Jessica Cadis
Special Programs Coordinator
1008 Bailey Ranch Road
Aledo, TX 76008
icadis@aledoisd.org
817-441-5199

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Carissa Ott
Transition Specialist
1008 Bailey Ranch Road
Aledo, TX 76008
cott@aledoisd.org
817-441-5199

Section 504 Referrals

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

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

Contact Person for Section 504 Referrals

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

Lynn McKinney
Interim-Director of Special Programs
1008 Bailey Ranch Road
Aledo, TX 76008
lmckinney@aledoisd.org
817-441-5199

[See [A Student with Physical or Mental Impairments Protected under Section 504](#)]

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

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)
- [SPEDTEX: Special Education Information Center](#)
- [TEA Special Education Parent and Family Resources](#)

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

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

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

Written Annual Notification to Access Public Benefits or Insurance (e.g., Medicaid)

Medicaid services provided by school districts in Texas to Medicaid-eligible students are known as School Health and Related Services (SHARS). SHARS allows local school districts, including public charter schools, to obtain Medicaid reimbursement for certain designated

health-related services documented in a student's Individualized Education Program (IEP).

The main objective of the SHARS program is to reduce the cost of delivering health-care services in the school setting.

Services received at school do not affect or compromise the type or amount of Medicaid services received outside of school. Further,

- A. Will not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free and appropriate education (FAPE);
- B. Will not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided;
- C. Will not use a child's benefits under a public benefits or insurance program if that use would:
 1. Decrease available lifetime coverage or any other insured benefit;
 2. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;
 3. Increase premiums or lead to the discontinuation of benefits or insurance;
 4. Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures;

Consent may be withdrawn at any time. A parent's withdrawal of consent or refusal to allow consent does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent(s).

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

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

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

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy [FDB\(Local\)](#).]

A Student Who Speaks a Primary Language Other than English

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

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See policy [FB](#).]

Section II: Other Important Information for Parents and Students

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

Absences / Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

What to do if your child must be absent –Acceptable documentation for student absences:

If your child is absent, please complete the Aledo ISD Absence Reporting Form which can be found on the campus website. Supporting documentation, including a doctor's note can be uploaded via this form. If a school does not receive notification from a parent/guardian on the day a child is absent, an automated calling system will be used to remind the parent/guardian to provide the documentation to the school.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6 and 18

State law requires that a student 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 who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work.

- Religious holy days;
- Required court appearances;
- Appearing at a governmental office to complete paperwork required in connection with the student's application for U.S. citizenship;
- Taking part in the student's own US naturalization oath ceremony;
- Temporary absence for health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments;
- Absences resulting from a serious or life threatening illness or related treatment that makes a student's attendance infeasible, with certification from a physician on the district's form;
- Absences for attendance in a released time course in religious instruction;
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private

and will be monitored by the district. For more information, see [Telecommunication and Other Electronic Devices](#).

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed [See [Driver License Verification](#)

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absence under policy [FEA\(LOCAL\)](#);
- The principal has approved the student's absence;
- The student follows the campus procedures to verify such a visit, and makes up any work missed.

The district will allow a student 17 years of age or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, under policy [FEA\(LOCAL\)](#), provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

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

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

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

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law.

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

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Between Ages 6 and 18

When a student between ages 6 and 18 incurs three or more unexcused absences within a four-week period the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school.;
- Request a conference between school administrators and the parent;
- Inform the parent that the district will initiate truancy prevention measures; including a behavior improvement plan; school-based community service, referrals to counseling or other social services, or other appropriate measures.

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

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

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

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

Age 19 and Older

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

Warning Notices for Compulsory Attendance – Truancy

- A phone call will be made after each unexcused absence reminding parents to provide notification.
- The campus will mail a warning letter to the parent after the third absence.
- The case shall be filed with the local court after the tenth unexcused absence within ten days by the campus attendance officer.

The following is a list of reasons an absence shall be considered excused/absent:

- Serious illness or death in the immediate family of the child; [See [DEC\(Local\)](#) for definition of immediate family]
- Weather or road conditions making travel dangerous;
- Aledo ISD Post-District UIL event
- Sibling of a junior or senior student visiting a college or university (up to two days allowable)

The following is a list of reasons an absence shall be considered unexcused/absent (not an exhaustive list):

- Shopping;
- Personal;
- Vacation;
- Non-Aledo ISD sponsored sports tournament and activities;
- Car trouble;
- Non-medical appointment;
- Missed bus;
- Illness other than the serious illness of an immediate family member;
- Rehearsal or performance of a non-Aledo ISD event;

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

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

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

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

The student or parent may appeal the committee's decision to the board by following policy [FNG\(Local\)](#).

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

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under [Compulsory Attendance — Exemptions](#) and absences for extracurricular activities will be considered extenuating circumstances.

- Whether the student or the student’s parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee’s decision to the board by following policy [FNG\(LOCAL\)](#).

Attendance for Credit Notification Process

- Attendance for credit in kindergarten – eighth grade is based on awarding credit at the end of the school year. *(Exception is any course offered at middle school in which a student can obtain high school credit. Credit will be awarded by semester for any high school course regardless of the campus the course is being offered to students.)*
- Attendance for credit in grades nine - twelve is based on awarding credit at the end of each semester.

<p>Notification Process Grades K-8 (Non-High School credit courses)</p>
<p>Each Unexcused Absence – phone call reminder to parent to send documentation of absence to the school</p>
<p>3 Unexcused Absences – first written noticed mailed to parent requesting parent to set up conference with campus attendance officer</p>
<p>7 Absences – second written notice mailed to parent requesting parent to set up conference with campus attendance officer</p>
<p>10 Absences - campus attendance officer shall send a letter warning parent of potential retention due to attendance.</p>
<p>15 Absences – campus attendance officer shall send a letter outlining steps for student to meet instructional requirements and attempt to regain credit.</p>
<p>Campus attendance officer is responsible for all documentation and notifications sent to parents.</p>

<p>Notification Process – Semester 1 Grade 8-12 (All Courses Offered for High School credit)</p>	<p>Notification Process – Semester 2 Grade 8-12 (All Courses Offered for High School credit)</p>
<p>Each Unexcused Absence – phone call reminder to parent to send documentation of absence to the school</p>	<p>Each Unexcused Absence – phone call reminder to parent to send documentation of absence to the school</p>
<p>3 Absences – first written noticed mailed to parent requesting parent to set up conference with campus attendance officer</p>	<p>3 Absences – first written noticed mailed to parent requesting parent to set up conference with campus attendance officer</p>

<p align="center">Notification Process – Semester 1 Grade 8-12 (All Courses Offered for High School credit)</p>	<p align="center">Notification Process – Semester 2 Grade 8-12 (All Courses Offered for High School credit)</p>
<p>7 Absences – second written notice mailed to parent requesting parent to set up conference with campus attendance officer</p>	<p>7 Absences – second written notice mailed to parent requesting parent to set up conference with campus attendance officer</p>
<p>10 Absences - campus attendance officer shall send a letter warning parent of potential loss of course credit.</p>	<p>10 Absences - campus attendance officer shall send a letter warning parent of potential loss of course credit.</p>
<p>15 Absences – campus attendance officer shall send a letter by mail outlining steps for student to appear for the attendance committee and attempt to regain credit.</p>	<p>15 Absences – campus attendance officer shall send a letter by mail outlining steps for student to appear for the attendance committee and attempt to regain credit.</p>
<p>Campus attendance officer is responsible for all documentation and notifications sent to parents.</p>	<p>Campus attendance officer is responsible for all documentation and notifications sent to parents.</p>

Official Attendance-Taking Time (All Grade Levels)

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

See **Campus Supplement** for each school’s official attendance taking time.

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

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

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

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

A student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment (All Grade Levels)

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment the [2025-2026 Aledo ISD Absence Reporting Form](#).

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student who is at least 15 years of age and in high school seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

See [Compulsory Attendance](#) for information on excused absences for obtaining a learner license or driver's license.

Acceptable Use Procedures (AUP) – Students

Student Agreement for Acceptable Use Policy (AUP) of Technology

Aledo ISD (AISD) expects that all students will use technology, telecommunications and/or Internet tools in appropriate ways for the performance of tasks associated with their learning and assignments. Toward that end, AISD staff will guide students in the proper, effective, and acceptable use of telecommunications, electronic mail (messaging), Internet, and other

technology usage. The following guidelines apply to any use of technology within district property or at district sponsored events, all District networks, e-mail accounts, devices connected to the District's networks, and all District-owned devices used on or off school property, whether connected to the District's network or connected through a personal data plan or other means of access, regardless of who owns the technology.

You are being given access to District-provided technology resources. With this educational opportunity comes responsibility. It is important that you and your parents read the applicable District policies, administrative regulations, and agreement form and contact your campus administrator if you have questions.

Inappropriate use of the District's technology resources may result in revocation or suspension of the privilege to use these resources, as well as other disciplinary or legal action, in accordance with the **Student Code of Conduct** and applicable laws.

Additionally, the District prohibits bullying or harassment through electronic means regardless of the device used, the network used, or the location of use.

The Use of Artificial Intelligence

"Artificial intelligence" (AI) refers to systems or machines that mimic human intelligence to perform tasks and can improve their performance based on experience. This includes but is not limited to, AI-powered software, applications, tools or platforms, machine learning, and natural language processing technologies. AISD is dedicated to upholding academic integrity and fostering a culture of originality and ethical behavior among our students. We acknowledge the potential of AI tools to enrich the learning experience, but we strictly forbid their use for plagiarism. AISD emphasizes the importance of individual effort, critical thinking, and the responsible use of technology when incorporating AI for idea generation. Students must take personal responsibility for the originality and authenticity of their work. Assignments should reflect their own thoughts, ideas, and understanding of the subject matter. When incorporating AI-generated content into their assignments, students must accurately cite and attribute the sources. This includes acknowledging the use of AI tools and providing appropriate citations or attributions for any external content generated by AI algorithms. Students should adhere to the principles of academic integrity, honesty, and respect for intellectual property rights. Plagiarism, whether facilitated by AI tools or any other means, is strictly prohibited and will not be tolerated.

Rules for Responsible Use

- District technology resources are primarily for instructional and educational purposes. Limited personal use is allowed only if the rules in this agreement are followed, and the use does not interfere with school work.
- You will be issued your own account and password, you must not share your account information with another person.
- You must remember that people who receive e-mail or other communication from you
- through your school account might think your message represents the school's point of view.
- You must always keep your personal information and the personal information of others private. This includes name, address, photographs, or any other personally identifiable or private information.
- Students will not download or sign up for any online resource or application without prior approval from their teacher or other District administrator.

- When communicating through e-mail or other electronic means, you must use appropriate language and etiquette as you would when communicating face to face. Always be respectful.
- You must be sure to acknowledge the work and ideas of others when you reference them in your own work.
- You must immediately report any suspicious behavior or other misuse of technology to your teacher or other campus administrator.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.
- If you are issued a district device, you will be responsible for the device at all times and ensure that the device is safe and take reasonable precautions to ensure the device is not broken, lost or stolen.
- If you are issued a district device and it is damaged or stolen, you must immediately submit a Student Device Incident Form, which can be found in your campus library. The form must be turned in to your campus Librarian.

Inappropriate Uses

- The following are examples of inappropriate uses of technology resources that may result in loss of privileges or disciplinary action:
- Attempting to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Using the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Attempting to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Damage electronic communication systems or electronic equipment, including knowingly or intentionally introducing a virus to a device or network, or not taking proper security steps to prevent a device or network from becoming vulnerable.
- Disable or attempting to disable or bypass any Internet filtering device.
- Use someone's account without permission.
- Pretend to be someone else when posting, transmitting, or receiving messages.
- Attempting to read, delete, copy, modify, or interfere with another user's posting, transmittal, or receipt of electronic media.

- Using the internet or other electronic communications to threaten or harass or bully district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Sending, posting, delivering, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use inappropriate language such as cursing, vulgarity, ethnic or racial slurs, and any other inflammatory language.
- Post personal information about yourself or others, such as addresses, phone numbers, or photographs without permission, or responding to requests for personally identifiable information or contact from unknown individuals.
- Make appointments to meet in person people met online. If a request for such a meeting is received, it should be immediately reported to a teacher or administrator.
- Use the network and/or internet for commercial purposes.
- Violating others' intellectual property rights, including downloading or using copyrighted information without permission from the copyright holder or failing to adequately cite any and all websites, books, media, artificial intelligence (AI), etc. used in creating any school related work.
- Waste school resources through the improper use of the District's technology resources,
- including sending spam.
- Download unauthorized applications or software or gaining unauthorized access to restricted information or resources.
- Violating policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Use artificial intelligence (AI) to maliciously impact the technology integrity of Aledo ISD.
- Use artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.
- Create or distribute deepfakes, including intimate or explicit images, to bully, deceive, threaten, harm, harass, or embarrass.

Reporting Violations

- You must immediately report any known violation of the District's applicable policies, Internet safety plan, or responsible use guidelines to a supervising teacher, campus administrator, or the Technology Department.

- You must report to a supervising teacher or campus administrator any requests for personally identifiable information or contact from unknown individuals, as well as any content or communication that is abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

Internet Safety Procedures

AISD internet filtering prevents access by minors to inappropriate matter on the Internet and World Wide Web. It also monitors electronic messaging, chat rooms, and other forms of direct electronic communications and unauthorized accessing and other unlawful activities online.

AISD is committed to the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across areas of adult content and some material you (or your parents) might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for responsible use.

District Network Filtering

Users with access to the Internet through AISD's network will be filtered and blocked from visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the Children's Internet Protection Act (CIPA) and as determined by the district. However, because of the efficiency and ease of creating websites and the increased knowledge and awareness of available methods to bypass Internet filtering systems, it is extremely difficult to completely block every site with objectionable material. The AISD Technology Department, in conjunction with district administrators and campus staff, continually update the filtering system in an effort to block, to the greatest degree possible, objectionable websites and questionable material.

A user who gains access to objectionable or inaccurate material is expected to discontinue the access immediately and report the incident to the appropriate district staff member or administrator. The site address will be added to the filtering software, so that it can be removed from accessibility.

Use of Personal Electronic Devices or Bring Your Own Device

Any student who has been granted an exception to use a personally-owned electronic device within Aledo ISD must adhere to the **Student Code of Conduct**, the Internet Safety Procedures, and the Acceptable Use Policy (AUP). The student must also agree to abide by the following Bring Your Own Device (BYOD) rules. The AUP and BYOD agreement must be signed annually by both the student and the parent.

The following BYOD rules will apply to student use of personal telecommunications (i.e. phone) or all other electronic devices for on-campus instructional purposes.

- When using devices for instructional purposes while on campus, students must use the District's wireless Internet services and are prohibited from using a personal wireless service. Any attempt to bypass the District's filter will result in loss of privileges and disciplinary action as required by the **Student Code of Conduct**.
- Student personal devices may not be used during assessments, unless otherwise directed by the teacher.
- Students needing to charge their personal devices may do so only at the district provided charging stations.
- The student takes full responsibility for his or her own device and keeps it with himself or herself at all times. The District is not responsible for the security of, damage to or loss of devices brought from home.
- The student is responsible for the proper care of their personal device, including cost of repair, replacement or any modifications needed to use the device at school. District staff will not troubleshoot or attempt to repair a student's personal electronic device. Aledo ISD is not responsible for damages.
- The district reserves the right to inspect a student's personal device if there is a reason to believe that the student has violated the Aledo ISD Acceptable Use Policy, school handbook rules, administrative procedures, school rules or has engaged in misconduct while using their personal device.
- The student must comply with the teachers' requests to power off or close the screen.
- Devices must be in silent mode and put away when directed to do so by teachers or substitutes.
- The student shall receive permission from the teacher and all others involved prior to using the device to record, transmit or post photos or videos of a person(s).
- Violation of these rules may result in suspension or revocation of system access and/or suspension or revocation of permission to use personal electronic devices for instructional purposes while on campus, as well as other disciplinary action, in accordance with the **Student Code of Conduct**.

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;

- The district’s financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district’s website [Accountability & Assessment page](#). Hard copies of any reports are available upon request to the district’s administration office.

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

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Armed Services Vocational Aptitude Battery Test

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

The test shall be offered on **October 29th at 9:00 AM** at the Aledo Learning Center.

Please contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

[See **Campus Supplement** for more information.]

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district’s policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done using any electronic communication device, including:

- a cellular or other type of telephone
- a computer
- a camera
- electronic mail
- instant messaging
- text messaging
- a social media application, an internet website
- or any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- demands for money
- destruction of property
- theft of valued possessions
- name-calling
- rumor-spreading
- ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by [clicking here](#). Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See [Safety Transfers/Assignments](#)]

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

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

[See [Safety Transfers/Assignments](#) , [Dating Violence, Discrimination, Harassment, and Retaliation, Hazing](#) , [FFI](#) policy, the district's **Student Code of Conduct**, and the district improvement plan, a copy of which can be viewed in the campus office.]

Cafeteria Services (All Grade Levels)

The District participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Free and reduced price meal status is based on financial need or household situation. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the District's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the District that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals. Other programs that your student may participate in (testing fees waived, PEBT, etc.) can be affected by their meal application status. Applications can be submitted online at the [School Lunch App](#) and paper applications can be obtained from the school office or the Child Nutrition Department (817-441-5142). Parents will receive an email with the application results within 72 hours of application receipt. You must submit an application each year to be considered for free or reduced price meals. Even if your child received free or reduced price meals the previous year, you must submit a new application each year. Application information is strictly confidential and is not available to students or teachers.

School Meals

Children need well-balanced, nutritious meals to maintain health and be successful in school. Aledo ISD Cafeterias serve a healthy breakfast and lunch every school day. Meals and snacks are analyzed for nutrition content and age appropriate calories. Our staff is proud to serve and educate your students about healthy food choices. More information about our program and further nutritional education resources are available at [Aledo Cafeteria Services](#)

School Meals include a choice of 3-5 food items for the same price: protein, whole grain, fruit, vegetable and milk. Students choosing a School Meal will be required to choose a fruit or vegetable as one of their tray items at Breakfast and Lunch per USDA regulations. A complete breakfast is \$2.20 and a complete lunch is: Elem \$3.45/MS \$3.70/DNG \$3.95/AHS \$3.95 to \$4.95. *Menus are available on the [Aledo Cafeteria Services](#) and AISD mobile app/Lunch Menus.* Healthy snacks and ala carte items that comply with USDA Smart Snacks are also available for purchase at an additional cost.

Free/Reduced Meal Program

NEWS FOR 25/26 SCHOOL YEAR: Texas legislature voted to cover the cost for reduced-price breakfast for school year 25-26. REDUCED PRICE BREAKFAST WILL BE AT NO COST TO STUDENTS WHO QUALIFY (REDUCED PRICE LUNCH IS .40). Free or reduced price meals are available based on financial need through the National School Lunch/Breakfast Program. Applications can be submitted online at [School Lunch App](#) and paper applications can be obtained from the school office or the Child Nutrition Department. Parents will receive an email with the application results within 72 hours of application receipt. You must submit an application each year to be considered for free or reduced price meals. Even if your child received free or reduced price meals the previous year, you must submit a new application each year. Application information is strictly confidential and is not available to students or teachers. Call the Child Nutrition Office for assistance (817-441-5142).

Charging Policy

PLEASE HELP YOUR STUDENT LEARN THEIR 6 DIGIT AISD ID NUMBER (INCLUDED WITH REGISTRATION EMAIL/PAPERWORK) SO THEY CAN ENTER IT IN THE POINT OF SALE PINPAD SUCCESSFULLY, HELPING THE SERVING LINE TO MOVE FASTER AND GIVING CHILDREN MORE TIME TO EAT!

If a student has no lunch and no money and comes through the serving line, the cafeteria will provide them with a nutritious School Meal. **However, if the student's account reaches the charge limit of -\$15.00, the student can be provided with an emergency Snack Meal** (students should see Cafeteria Manager). ***The district will make every effort to avoid bringing attention to such a student.*** Students with a negative cafeteria balance will not be allowed to purchase snacks or extras until their balance is current. Negative balances will be communicated to parents via Parent Link email and/or letter to household address on file. Low and negative balances are communicated to students when possible but students/parents are responsible for monitoring cafeteria account balances (see Payment Options to set up automatic low balance email notifications). If your family is experiencing financial difficulties, please contact

us to set up payment arrangements. We can also assist you in applying for free or reduced price meal benefits. Cafeteria account balances must be paid in full by year end.

Students must have cash or funds in their café account to be able to purchase snacks or extras. Low and negative balances are communicated to students when possible, but students/parents are responsible for monitoring cafeteria account balances (see Payment Options to setup automatic low balance email notifications).

Payment Options

We encourage all parents/students to prepay money into their account to help lunch lines move faster and to avoid lost/forgotten lunch money. *When sending cash or check, please include the student name and ID number.* In an effort to serve you better, AISD has included a parent online credit card payment system through [MySchoolBucks](#) online or Aledo ISD mobile app. You can make credit card payments to your student's cafeteria account online for a small convenience fee. The system will also allow parents to view student cafeteria account balances and purchases at no charge as well as set up free, automatic, low balance email notifications and auto pay. **Remember to allow at least 3 days for your online payment to post to your student's account (and up to 10 days if e-check is used).** For further details, please go to the [Aledo ISD Webpage/Cafeteria Services](#).

- **PLEASE HELP YOUR STUDENT LEARN THEIR 6 DIGIT AISD ID NUMBER (INCLUDED WITH REGISTRATION EMAIL/PAPERWORK) SO THEY CAN ENTER IT IN THE POINT OF SALE PINPAD SUCCESSFULLY, HELPING THE SERVING LINE TO MOVE FASTER AND GIVING CHILDREN MORE TIME TO EAT!**
- Graduating Seniors/Withdrawn Students – call Cafeteria Services office at 817-441-5142 to get a refund or transfer funds to a sibling.
- Money left on accounts will roll over with student next year.
- Transferring funds between siblings' accounts may be done any time by calling the AISD Child Nutrition Dept. office at 817-441-5142.

Special Dietary Needs

If your child has a food allergy or special dietary needs, please contact the School Nurse for a copy of *Guidelines for Students with Special Dietary Needs*. Special dietary needs that comply with the *Guidelines* will be communicated to the Cafeteria (by the School Nurse) and noted in our system to alert staff so that we may help monitor your student's needs. **Withdrawn/re-enrolled students need to see the Nurse to have special dietary needs reinstated in the cafeteria system.** Aledo ISD has elected not to sell peanuts or peanut-based products in our school cafeterias. However, it is possible that some products sold in school cafeterias may be manufactured in facilities that produce peanut products. Students are free to bring peanut products from home for their own consumption.

Allergen information on menu items: go to <https://aledoisdschoolmenus.com> enter campus/meal info to view menus. Click nutrients tab/nutrient report card to view allergens and nutrient info.

Parent Preference - Account Restrictions

PK-5 ONLY: Please notify the Child Nutrition Office in writing (with phone #) if you would like to limit your child's purchases so we can program limits into their account via a pop-up message (limit 20 characters). Pop up messages (except medical notes) are purged yearly. The Child Nutrition staff will do their best to monitor your student's choices.

PK-12: Parents can disable their child's café account (no purchases allowed), call AISD Child Nutrition Dept. for assistance at 817-441-5142.

Nutrition Policies

The US Department of Agriculture and TX Department of Agriculture administers policies to promote a healthy school environment. Please refer to [Square Meals](#) or call the AISD Child Nutrition Dept. for further info. Policy highlights:

- On an annual basis, campus Principals will designate specific dates for up to 4 campus-wide parties.
- During meal times, Parents/Guardians/Staff may provide any foods/beverages for their own child but may not provide restricted foods or beverages to other students. Students cannot have food delivered from off-campus vendors.
- Food fundraisers and snacks for testing days are subject to policy compliance at all levels and must be approved by campus Principal.
- Food may only be provided if it is connected to an instructionally supported lesson or other activity with the approval of the campus Principal.

Vending Machines (All Grade Levels)

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

The following information is published as required by the USDA for participation in the National School Lunch Program: "In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. "Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339."To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> , from any USDA office, by calling (866)

632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **Mail:** U.S. Department of Agriculture,
Office of the Assistant Secretary for Civil Rights,
1400 Independence Avenue SW,
Washington, D.C. 20250-9410; or

2. **Fax:** (833) 256-1665 or (202) 690-7442; or

3. **Email:** Program.Intake@usda.gov "This institution is an equal opportunity provider."

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

Aledo Independent School District offers Career and Technical Education programs in the following areas:

- Animal Science
- Architecture
- Aviation
- Applied Agricultural Engineering (Welding)
- Business Management
- Commercial Photography / Design & Multimedia Arts
- Cosmetology at Weatherford High School
- Engineering
- Graphic Design / Design & Multimedia Arts
- Health Science
- Law Enforcement
- Marketing/Sports Entertainment/Social Media
- Plant Science – Floral
- Programming / Computer Science
- Teaching & Training

Admission and enrollment to these programs is based on interest, age, grade level, and pre-requisite requirements.

The district offers other work-based programs in the following areas:

- Practicum in Agriculture & Natural Resources
- Practicum in Graphic Design
- Practicum in Health Science
- Practicum in Commercial Photography
- Practicum in Business Marketing and Finance
- Practicum in Education and Training
- Practicum in EMT
- Practicum in STEM

Admission and enrollment to these programs is based on interest, age, grade level, and pre-requisite requirements.

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

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

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

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss this with the child's teacher prior to bringing any food to share.

Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

In order to distribute food products for your child's birthday celebration, parents must request a permission form from the principal. The form must be completed and approved by the principal 10 school days in advance of the celebration.

[See [Food Allergies](#) and See **Campus Supplement** for more information.]

Check Acceptance Policy

Our school district has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address and telephone number. When paying by check you authorize the recovery of unpaid checks and the recovery of the state allowed fee by means of electronic re-presentment. . For questions regarding unpaid checks you may contact the business office at (817)441-8327.

Child Sexual Abuse, Neglect, Trafficking, & Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at [FFG\(Local\) Student Welfare: Child Abuse and Neglect](#). Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs.

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See [Dating Violence, Discrimination, Harassment, and Retaliation \(All Grade Levels\)](#)].

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

- Possible warning signs of neglect include:
- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Warning Signs of Sexual Abuse (All Grade Levels)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See [Dating Violence, Discrimination, Harassment, and Retaliation, Hazing and Instruction on Prevention of Child Abuse, Family Violence, Dating Violence and Sex Trafficking](#)]

Description and Warning Signs of Sex Trafficking (All Grade Levels)

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

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

- Possible warning signs of sexual trafficking in children include:
- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;

- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older romantic partners.
- Additional warning signs of labor trafficking in children include:
 - Being unpaid, paid very little, or paid only through tips;
 - Being employed but not having a school-authorized work permit;
 - Being employed and having a work permit but clearly working outside the permitted hours for students;
 - Owing a large debt and being unable to pay it off;
 - Not being allowed breaks at work or being subjected to excessively long work hours;
 - Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
 - Not being in control of his or her own money;
 - Living with an employer or having an employer listed as a student's caregiver; and
 - A desire to quit a job but not being allowed to do so (see [Instruction on Prevention of Child Abuse, Family Violence, Dating Violence and Sex Trafficking](#))

Reporting and Responding to Child Abuse, Neglect, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

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

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

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

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

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](#)
(<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](#) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
(<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](#)
(<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
(<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](#) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

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

Consistent Application for Graduating Class

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Class Rank

Class rank shall not be reported except for students in the top ten percent of a given class as required by law. The District shall provide each student ranked in the top ten percent a written notification indicating the student is ranked in the top ten percent of the class and include the student's numerical rank in class. The District shall not report class rank on a student's academic transcript for any student not in the top ten percent. When the District provides the academic achievement record (transcript) for a top ten percent student to a college or university, it shall also provide a copy of the written notification indicating the student is ranked in the top ten percent of the class and the actual numerical rank in class.

Calculation

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, taken in the following subject areas: English, mathematics, science, social studies, and any Advanced Placement (AP) course not associated with these subjects. Any elective course in one of these subject areas shall be excluded from the calculation.

The calculation shall include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in any home school course, any credit recovery course, any distance learning course including a Texas Virtual School Network (TxVSN) course, any local credit course, or through credit by examination, with or without prior instruction.

In addition, students from the Aledo Learning Center shall not be ranked.

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Category 1, Category 2, and Category 3 in accordance with provisions of this policy and as designated in appropriate District publications.

Category 1-Eligible Advanced Placement (AP) courses and any course that has an AP course as a prerequisite shall be categorized and weighted as Category 1 courses.

Category 2-Eligible Pre-AP courses, Advanced courses locally designated as Category 2 courses, dual credit courses, and OnRamps courses shall be categorized and weighted as Category 2 courses.

Category 3-All other eligible courses shall be categorized and weighted as Category 3 courses.

Weighted Grade Point Average

The District shall convert semester grades earned in eligible courses to grade points in accordance with the following chart and shall calculate a weighted grade point average (GPA):

Grade	Category 1	Category 2	Category 3
100	5.0	4.5	4.0
99	4.9	4.4	3.9
98	4.8	4.3	3.8
97	4.7	4.2	3.7

Grade	Category 1	Category 2	Category 3
96	4.6	4.1	3.6
95	4.5	4.0	3.5
94	4.4	3.9	3.4
93	4.3	3.8	3.3
92	4.2	3.7	3.2
91	4.1	3.6	3.1
90	4.0	3.5	3.0
89	3.9	3.4	2.9
88	3.8	3.3	2.8
87	3.7	3.2	2.7
86	3.6	3.1	2.6
85	3.5	3.0	2.5
84	3.4	2.9	2.4
83	3.3	2.8	2.3
82	3.2	2.7	2.2
81	3.1	2.6	2.1
80	3.0	2.5	2.0
79	2.9	2.4	1.9
78	2.8	2.3	1.8
77	2.7	2.2	1.7
76	2.6	2.1	1.6
75	2.5	2.0	1.5
74	2.4	1.9	1.4
73	2.3	1.8	1.3
72	2.2	1.7	1.2
71	2.1	1.6	1.1
70	2.0	1.5	1.0
Below 70	0	0	0

Note: The following provisions shall apply to all students, regardless of their graduating class.

Transferred Grades

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

Reporting Class Rank

The District shall calculate class rank at the conclusion of each semester. Following each calculation period, each student ranked in the top six percent and top ten percent of the class shall receive written notification. Also following each calculation period, the District shall communicate to all students in the class the lowest weighted GPA in the first quartile of the class, in the second quartile of the class, and in the third quartile of the class.

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the third nine-week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [See [EIC](#)]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the two school years immediately preceding graduation;
2. Have completed the foundation program with the distinguished level of achievement; and
3. Be graduating after exactly eight semesters of enrollment in high school.

Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Honor Graduates

The District shall recognize at the graduation ceremony all students whose weighted numerical grade averages comprise the top ten percent of the students in the graduating class.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[For further information, see policy [EIC](#).]

Class Schedules (Secondary Grade Levels Only)

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

See [Schedule Changes](#) for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program (see [Graduation Requirements](#)); or
- Satisfies the ACT or SAT College Readiness Benchmarks.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University from the summer/fall 2026 term through the spring 2027 term, the University will admit the valedictorian or the top ~~five~~ ~~six~~ percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgement that they received this information.

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

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

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

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

[See [Students in the Conservatorship of the State \(Foster Care\)](#) for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, dual enrollment, Advanced Placement (AP), or college preparatory;
- Enrollment in an AP or dual credit course through the virtual or hybrid courses offered by the district or another district or school;
- Enrollment in courses taught in conjunction and in partnership with Weatherford College, Tarleton State University, and McMurry University which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities.

Enrollment in these programs is based on student interest and prerequisites.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See [Fees](#) for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See [Career and Technical Education \(CTE\) Programs \(Secondary Grade Levels Only\)](#) for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by clicking [here](#) to access the Aledo ISD Parent Portal.

Automated Emergency Communications

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

[See [Safety](#) and [Work the Plan](#) in the Appendix for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts do not wish to receive such communications, please contact your child's principal.

[See [Safety](#) for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at [FNG](#) (LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at [Policy FNG](#), and is attached to this handbook at an appendix. A parent may file a grievance by submitting the district grievance to the campus principal. The district's grievance forms are available on the district's website at [Aledo ISD](#) and at the principal's or superintendent's office. A parent may also submit a grievance electronically by locating the grievance forms on the [Aledo ISD](#) and filling out the digital grievance form in accordance with Board Policy FNG (Local).

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

The district's policy includes a conference with an administrator at central office before a conference with the superintendent. If the concern is still not resolved, a parent or student may appeal to the superintendent or superintendent's designee. If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at [FNG\(LOCAL\)](#).

Conduct (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the campus' website.

Secondary	Elementary
AHS/DNG-Jeff Bradley	Early Childhood Academy-Brittany Smit
Aledo Learning Center-Cheryl Jones	Annetta – Elizabeth Kuhns
Aledo Middle School-Ashlee Hammond	Coder – Shanna Smith
McAnally Middle School-Diana Warren	McCall – Ashley Davis
	McKinney - Kirsten Simenson
	Stuard – Brandy Emmitte
	Vandagriff – Amanda Sudderth
	Walsh – Ashlee Hammond

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch. Food may not be delivered by outside entities such as Uber Eats, DoorDash, or similar services, nor are students permitted to leave the building at any time to meet someone for food delivery.

Disruptions of School Operations

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

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

- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle / Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

High School Grade Levels

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

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

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

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor can do so through referral from parent, school personnel or self. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

Course Credit (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination

If a Student Has Taken the Course/Subject (Grades 6-12)

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

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

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

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

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

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

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity. If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy [EHDC](#).]

Transportation between campuses will not be provided by Aledo ISD during the instructional day. It will be the responsibility of the parent to transport if their student participates in a class that is not held at the campus where the student is primarily enrolled.

Kindergarten Acceleration

[See **Campus Supplement** for more information.]

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

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

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of

the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

Credit by Exam (CBE)	
Testing Date	Registration Deadline
November 4, 2025	October 3, 2025
February 11, 2026	January 9, 2026
June 2, 2026	May 1, 2026
June 3, 2026	May 1, 2026
July 8, 2026	June 4, 2026
July 9, 2026	June 4, 2026

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

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence see reporting procedures below. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

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

In accordance with law when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselors office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.htm>)

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

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

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

Sexual Harassment and Gendersex-Based Harassment

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact Lindsey Coomer (lcoomer@aledoisd.org) for pregnancy-related accommodations.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine if the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted [See [Bullying \(All Grade Levels\)](#)].

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

Investigation of Report

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

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

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

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

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

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

Discrimination

[See [Dating Violence, Discrimination, Harassment, and Retaliation, Hazing](#)]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are Weatherford College, Texas Virtual School Network or TTUISD.

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

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

If you have questions or wish to make a request that your child be enrolled in a virtual or hybrid course offered by the district, please contact the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact [insert a position, such as “the principal”].

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

School Materials

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

The school newspaper, if applicable, and the yearbook are available to students.

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

Non-school Materials

School Materials

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

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated a specific location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy [FNG \(Local\)](#). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to

disciplinary action in accordance with the **Student Code of Conduct**. Materials displayed without approval will be removed.

[See [FNG \(Local\)](#) for student complaint procedures.]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy [GKDA](#). To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Deputy Superintendent for prior review. The Deputy Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at [DGBA](#) or [GF](#).]

The principal has designated a specific location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

District Police Department (All Grade Levels)

The Aledo ISD Police Department is located 117 Vernon Road in Aledo. An Aledo ISD Police officer is assigned to each campus in the district.

The mission of the Aledo ISD Police Department is to ensure the safety and security of Aledo ISD's students, faculty and staff. The Aledo ISD Police Department works closely with administrators and educators and has the responsibility of enforcing laws and procedures in order to provide a safe, orderly learning environment for our students. Like all Texas peace officers, Aledo ISD Police Officers are licensed by the State through the Texas Commission on Law Enforcement. The jurisdiction of AISD police officers is not limited to school district property, officers also have jurisdiction throughout the boundaries of the Aledo Independent School District. In addition, the jurisdiction of AISD police officers extends to any school Page 74 of 142 Aledo ISD Student Handbook sponsored event which takes place outside the boundaries of the Aledo ISD. Citations, arrest, and/or other legal action may be taken for any violation of Federal Law, State Law, and/or City Ordinances by AISD police officers. School District Police Officers perform law enforcement duties and do not engage in routine student discipline, school administrative tasks or contact with students unrelated to the officers' law enforcement duties. Officers may have informal conduct with students unrelated to the assigned duties of the officer or an incident involving student behavior or law enforcement in an effort to enhance communication and develop professional, productive relationships. [These changes are reflected in CKE (LEGAL) and CKE (LOCAL)]

Questioning of Students

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

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.

- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety. Page 75 of 142 Aledo ISD Student Handbook
- To comply with a properly issued directive from a juvenile court to take a student into custody.
- Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.
- The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

All appropriate district personnel regarding a student who is required to register as a sex offender. [For further information, see policy GRAA(LEGAL).]

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the **Student Code of Conduct/Campus Supplement**.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or material that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations and downloads, before transferring an electronic device to a student to be used for educational purposes
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the [Children's Internet Protection Act \(CIPA\)](#)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See [Required State Assessments](#) and [Standardized Testing](#)].
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See [Consent to Conduct a Psychological Evaluation](#).]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact the campus principal.

[See [Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials \(All Grade Levels\)](#)].

Possession and Use of Personal Communications Devices, Including Mobile Telephones

In accordance with state law the district prohibits the use of personal communication devices, including a cell phone, or other electronic device on school property during the school day. Personal communication devices must be turned off or silenced, out of sight and not on their person, which means they should be put away in the student's backpack or other bag during the day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student code of Conduct and policy FNCE(LOCAL).

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school sponsored event.

If a student uses a personal communication device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

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

In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See [Searches](#) and policy [FNF](#).]

The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See [Searches](#) and policy [FNF](#).]

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the **Student Code of Conduct**, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text"](#)

[Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok or any successor application or service on a district device, along with any other social media application or service determined by the governor.

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

End-of-Course (EOC) Assessments

[See [Graduation](#) and [Standardized Testing](#) .]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual (EB) student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC for an EB student. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

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

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from the campus.

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at **(512)463-9581** or curriculum@tea.texas.gov.

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

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an OnRamps or dual credit course in reading language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course music course that participates in UIL Concert and Sightreading Evaluation, and the student receives a grade below 70 at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

Fees (All Grade Levels)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.

- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
 - A reasonable fee for providing transportation to a student who lives within two miles of the school. [See [Buses and Other School Vehicles](#)]
 - A maximum fee of \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
 - In some cases, a fee for a virtual or hybrid course.
- Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policy [FP](#).]

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Grade-Level Classification (Grades 9–12 Only)

Beginning in the ninth grade, students are classified according to the number of years of High School attended and the number of credits earned toward graduation.

Number of Years in High School	Minimum Credits Earned	Classification
0	0	Grade 9 (Freshman)
1	6	Grade 10 (Sophomore)
2	12	Grade 11 (Junior)
3	18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

The Aledo ISD Grading and Instructional Guidelines provide a district-wide framework for grading and instructional practices that reflects expectations for grading, planning, and instruction. For full grading guidelines click [here](#).

[See [Report Cards/Progress Reports and Conferences](#) for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education(SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

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

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

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See [Standardized Testing](#) for more information]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A [Personal Graduation Plan](#) will be completed for each high school student.

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

Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

FOUNDATION + ENDORSEMENT		DISTINGUISHED LEVEL OF ACHIEVEMENT	
Credit	Courses	Credit	Courses
1	English I	1	English I
1	English II	1	English II
1	English III	1	English III
1	Advanced English Course	1	Advanced English Course
1	Algebra I	1	Algebra I
1	Geometry	1	Geometry
1	Advanced Mathematics Course	1	Algebra II
1	Advanced Mathematics Course	1	Advanced Mathematics Course
1	Biology	1	Biology
1	IPC or Advanced Science Course	1	IPC or Advanced Science Course
1	Advanced Science Course	1	Advanced Science Course
1	Advanced Science Course	1	Advanced Science Course
1	World Geography	1	World Geography
1	US History	1	US History
1	World History	1	World History
0.5	Government	0.5	Government
0.5	Economics	0.5	Economics
1	2 required in same language I – Spanish, Latin*, ASL, French*, German*, Mandarin Chinese*	1	2 required in same language I – Spanish, Latin*, ASL, French*, German*, Mandarin Chinese*
1	II – Spanish, Latin*, ASL, French*, German*, Mandarin Chinese*	1	II – Spanish, Latin*, ASL, French*, German*, Mandarin Chinese*
1	P.E. or P.E. substitution	1	P.E. or P.E. substitution
0.5	Professional Communications (Speech)	0.5	Professional Communications (Speech)
0.5	Health	0.5	Health
1	CTE or Computer Science	1	CTE or Computer Science
1	Fine Art	1	Fine Art
4	Elective Courses (state-approved)	4	Elective Courses (state-approved)
	To earn an endorsement a student must: complete all requirements for the Foundation High School Program; earn at least 26 credits to include a 4 th credit in math, and 4 th credit in science, and two additional elective credits; AND complete all curriculum requirements for an endorsement		Students must also complete the requirements for at least one endorsement to be eligible for the Distinguished Level of Achievement; endorsement options and requirements are included on the following page. To be eligible for automatic admission to colleges and universities in TX under the 'TOP TEN %' rule, students MUST graduate at the Distinguished Level of Achievement.

Total	26	Total	26
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* Latin, French, German and Mandarin Chinese are offered via the Texas School Virtual Network.

To earn an endorsement a student must:

- Complete all curriculum requirements for the Foundation High School Program
- Earn at least 26 credits
 - Earn a 4th credit in math
 - Earn a 4th credit in science
 - Earn 2 additional elective credits

Complete all curriculum requirements for an endorsement

Additional considerations apply in some course areas, including:

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

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

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

Financial Aid Application Requirement

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

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

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

A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA the student must submit one of the following:

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

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

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

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

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

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

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

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to

complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy [FMH\(LEGAL\)](#).]

Graduation Activities

[See **AHS Campus Supplement** for more information.]

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[\[See the Student Code of Conduct and policy FNA\(LOCAL\) for more information.\]](#)

[See **AHS Campus Supplement** for more information.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See [Fees](#)]

Scholarships and Grants

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

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

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

Harassment

[See [Dating Violence, Discrimination, Harassment, and Retaliation, Hazing](#)]

Hazing (All Grade Levels)

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

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the **Student Code of Conduct**. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent or law enforcement official.

[See [Bullying](#) and policies [FFI](#) and [FNCC](#).]

Health-Related Matters

The district is required to provide notice of each health-related service offered at a student’s campus. A parent may withhold consent for or decline a health-related service.

To learn more about health services offered [CLICK HERE](#) for the Aledo ISD Health Services website.

Illness (All Grade Levels)

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

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if your child has a fever over 100.0 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours.

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

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (Mail Code 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance see [Texas Minimum State Vaccine Requirements for College Entry](#).

[For further information, see policy [FFAB\(LEGAL\)](#) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#).]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#). and from the Centers for Disease Control and Prevention's website [Head Lice Information](#). [See policy [FFAA](#).]

Medicine at School (All Grade Levels)

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication including any lotions or ointments, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

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

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

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

Asthma and Severe Allergic Reactions

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

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

[See also **Food Allergies (All Grade Levels)**]

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [align with policy at FFAC: school personnel and/or school volunteers] who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

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

Epinephrine delivery systems include brand-name devices such as EpiPens®. and Neffy®.

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

The district will ensure that at each campus a sufficient number of [align with policy at FFAC: school personnel and/or school volunteers] are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [align with policy at FFAC: school personnel and/or school volunteers] to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus [align with policy at FFAC: school personnel and/or school volunteers] who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (Secondary Grades)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [*school personnel and/or school volunteers*] at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

Steroids [Secondary Grade Levels Only]

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

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

Mental Health Support (All Grade Levels)

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

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

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

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

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

For related information, see:

- [Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service](#) for the district's procedures for recommending a mental health intervention and the mental health liaison's
- contact information;
- [Counseling](#) for the district's comprehensive school counseling program;
- [Physical and Mental Health Resources](#) on page for campus and community mental and physical health resources; and

[Policies and Procedures that Promote Student Physical and Mental Health](#) on page for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

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

Junior High / Middle School

In accordance with policies at [EHAB](#), [EHAC](#), [EHBG](#), and [FFA](#), the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in grades 6 to 8.

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment (Grades 3–12)

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

Physical Examinations / Health Screenings Athletics, Marching Band, Dance Participation (Secondary Grade Levels Only)

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

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

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

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

For more information, see the UIL's explanation of [sudden cardiac arrest](#).

Spinal Screening Program

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

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy [FFAA](#)(LEGAL) or contact the superintendent.

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

Other Examinations and Screenings (All Grade Levels)

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

- Vision and Hearing Screenings are done: grades Pre-K, K, 1, 3, 5, and 7 and ALL new-to-district students
- Acanthosis Screenings are done: grades 1,3, 5, 7

- Spinal Screening females at age 10 and 12 years, and males once at age 13 or 14 years
[See policy [FFAA](#).]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website for information regarding meningitis (Health Services: [Bacterial Meningitis](#))

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

[See [Immunization](#) for more information.]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed [here](#).

The complete text of the "[Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis](#)" can be found on the DSHS website at [Allergies and Anaphylaxis](#).

[See policy [FFAF](#) and [Celebrations](#)]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](#) developed by the Texas Education Agency.

For more information, see [A Student with Physical or Mental Impairments Protected under Section 504](#).

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity. With limited exceptions for medication, [See [Medicine at School \(All Grade Levels\)](#)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The campus full-time nurse.
- The campus full-time school counselor.
- The local public health authority, Dr. Steven Welch, which may be contacted at Parker County Hospital District, **817-594-4223**.
- The local mental health authority, Pecan Valley Centers for Behavioral and Developmental HealthCare, which may be contacted at **817-579-4400**.

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

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at [Aledo ISD Board Policy Manual](#).

Food and nutrition management: [CO](#), [COA](#), [COB](#)

Wellness and Health Services: [FFA](#)

Physical Examinations: [FFAA](#)

Immunizations: [FFAB](#)

Medical Treatment: [FFAC](#)

Communicable Diseases: [FFAD](#)

School-Based Health Centers: [FFAE](#)

Care Plans: [FFAF](#)

Crisis Intervention: [FFB](#)

Trauma-informed Care: [FFBA](#)

Student Support Services: [FFC](#)

Student Safety: [FFF](#)

Child Abuse and Neglect: [FFG](#)

Freedom from Discrimination, Harassment, and Retaliation: the [FFH](#) series of policies

Freedom from Bullying: [FFI](#)

For further information regarding these procedures and access to the District Improvement Plan, please contact the Assistant Superintendent of Student and Community Programs.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 5 meetings. Additional information regarding the district's SHAC is available from the [SHAC Website](#).

Notification of upcoming SHAC meetings will be posted at each campus' administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at [SHAC Meetings & Agendas](#).

[See Human Sexuality Instruction [Human Sexuality Instruction](#) , [Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, Sex Trafficking](#) and policies [BDF](#), [EHAA](#) for more information.]

Student Wellness Policy / Wellness Plan (All Grade Levels)

Aledo ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Executive Director of Student Services with questions about the content or implementation of the district's wellness policy and plan.

Homework (All Grade Levels)

[See **Campus Supplement** for more information.]

Leaving Campus (All Grade Levels)

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

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

All Aledo ISD campuses are closed campuses for lunch. No students are allowed to leave during lunch without first following the procedures listed above.

At Any Other Time during the School Day

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

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

Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade (All Grade Levels)**]

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

DAEP Makeup Work

Grades 9–12

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

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

[See **Campus Supplement** for more information.]

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the District's policy manual available on the [Aledo ISD Policy Manual](#) website.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment: **Kim Raymond, Deputy Superintendent, at 1008 Bailey Ranch Road, Aledo, TX 76008, 817-441-8327**. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also

be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the [FFH](#) series of policies.

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator, Lynn McKinney, Interim Director of Special Programs at 1008 Bailey Ranch Road, Aledo, TX 76008, **817-441-5199**.
- All other concerns regarding discrimination: See the superintendent, Dr. Susan Bohn at **817-441-8327**.

[See policies [FB](#), [FFH](#), and [GKD](#).]

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: [Aledo ISD](#).

Aledo ISD Parent and Family Engagement Policy 2025-2026

MISSION AND VISION

Aledo ISD is committed to our mission and vision:

***Mission:** Ensuring high levels of learning for all students*

***Vision:** Growing greatness through exceptional experiences that empower learners for life*

STATEMENT OF PURPOSE

We are committed to ensuring high levels of learning for all students while fostering strong partnerships with families and the community. Our goal is to plan and implement effective family and parent involvement activities to improve student academic achievement and school performance. One way we support this effort is by participating in the Title I, Part A State Program, which provides funding to campuses with higher percentages of economically disadvantaged students. We recognize that some students may need the extra assistance available through the Title I program, as well as other programs, to reach their grade-level goals, and we are committed to providing an exceptional educational experience for all students.

EXPECTATIONS AND OBJECTIVES

Aledo ISD believes every student should have the opportunity to attain his/her full potential as an individual. Aledo ISD will maximize its resources to enable each student to become a successful learner. A key resource is its people: administrators, teachers, school staff, parents, and community members. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:

- We will work together to establish effective partnerships; together everyone achieves more.
- School and home must work together to realize higher student achievement.
- On-going, open door, meaningful communication will occur to facilitate mutual understanding and to stimulate student success.
- Aledo ISD will provide parents with ongoing communication regarding their student's academic progress. Parents will receive feedback through various forms such as teacher/parent conferences, student work samples, local and state assessment results and progress reports and report cards via the online gradebook in the parent portal.

STATUTORY REQUIREMENTS

Aledo ISD agrees to implement the following statutory requirements:

Describe how the LEA will involve parents in the joint development of the Schoolwide Plan (District Improvement Plan) and, if necessary, the School Improvement Plan. ESSA 1116 (A)(2)(A)

District and Campus Improvement Committees will be created with all required stakeholders including parents. These committees will plan, develop, evaluate, and revise district and school improvement plans, district and campus Parent and Family Engagement Policies and the district's ESSA 1112(b) Title I Program Plan which can be accessed through the link below.

Describe how the LEA PFE policy is jointly developed with and distributed to parents. ESSA

1116(a)(2)

The Aledo ISD PFE Policy is developed and revised at least annually by the Districtwide Effectiveness and Improvement Committee (DWEIC) with all required stakeholders including parents. The PFE Policy will be distributed to parents and the community through the student handbook and by posting it on the district and campus websites. In addition, copies will be available in the district and campus offices by request. Feedback regarding the PFE Policy may be sent to Candace Summerhill at csummerhill@aledoisd.org.

Describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent engagement activities to improve student academic achievement and school performance. ESSA 1116 (a)(2)(B)

Describe how the LEA will build capacity for parental engagement in the following ways...

1. Describe how the LEA shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, state, and local academic assessments, how to monitor a child’s progress, and how to work with educators to improve the achievement of their children. ESSA 1116 (e)(2)

Parent involvement is essential to a student's academic and emotional success. The district aims to help parents understand how they can actively participate in their child's education. At the start of each school year, each campus hosts a Curriculum Night, offering parents an opportunity to understand the connection between curriculum, instruction, and assessment. During this event, parents receive training on the District Instructional Focus, the Professional Learning Community process that ensures all students achieve proficiency on grade-level standards, and discover ways to stay actively involved in their child's academic progress. Parents are also guided on how to monitor their child's progress through technology resources and the importance of partnering with teachers and schools throughout the year. Throughout the year, parents receive progress reports and local and state assessment data for their child, including guidance on how to interpret these reports. Ongoing opportunities are provided for parent/teacher collaboration throughout the year. In addition, information on state and local assessment data, along with updates on teaching and learning, is shared during school board meetings. These meetings are open to all parents and community members and are held at 6:00 p.m. on the third Monday of each month at the Aledo ISD Administrative Building, pending any changes due to holidays. Meeting dates and agendas are posted in advance on the Aledo ISD district website

At the elementary level, at least one scheduled parent-teacher conference will be held to discuss student achievement in relation to the student’s progress, grade-level curriculum expectations, testing information, and any additional concerns raised by the teacher or parent.

In addition, staff, parents and families at Title I campuses receive training including the following:

- Explanation of Title I program participation
- Explanation of the purpose of the Title I program and planned use of funds
- Explanation of the Title I, Part A requirements
- PFE Policy & School-Parent Compact distribution, feedback and statement of the annual evaluation to meet the needs of students, school, parents, and community
- Parent's rights to be involved in school's programs and how to do so
- Parent's rights to request regular meetings to offer suggestions and be involved in the decisions regarding their child's education
- State the expectations for school performance, individual student assessments, and grade level curriculum

Parents and families are given at least two different opportunities annually to receive information about Title I. To involve as many participants as possible, feedback on the Parent and Family Engagement Policy and the School-Parent Compact is solicited in various ways, such as meeting discussions, surveys and committee involvement.

2. Describe how the LEA shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. ESSA 1116 e(2)

Parents receive training and resources to support their child's success during events like Back to School Night, Curriculum Night, parent-teacher conferences, and by receiving progress reports and student assessment data throughout the year. Aledo ISD also promotes family learning through programs like Aledo Reads, which offers parents a list of books to read with their child over the summer, the Special Programs Fall Parent Training Night, offering sessions and handouts to help parents support their students' academic and functional needs at home; and a variety of ESL parent engagement events, where families receive hands-on materials to support English language development at home.

The district's Instructional Technology Hub helps parents understand how technology supports student learning in a safe environment. Parents and staff can also access virtual training on tools such as Remind, Launchpad, and the district's learning systems. These resources, offered in multiple languages, empower families to stay engaged and support safe and effective digital learning both at school and at home.

3. Describe how the LEA shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. ESSA 1116 (e)(3)

Aledo ISD will provide staff members with training on the importance of two-way communication with parents during staff meetings throughout the year. Teachers new to the district participate in the New Teacher Academy, where they receive training on effective parent communication and are provided with sample materials to support meaningful and productive interactions with families. In addition, district personnel will assist Title I schools in the evaluation and revision of their PFE policy and school-parent compact.

Aledo ISD recognizes the value of parent input in decision-making and is committed to working with parents as equal partners to support student success. A variety of opportunities exist for parent/community involvement in decision making through the Districtwide Effectiveness Improvement Committee (DWEIC), Campus Improvement Committees, Student Health Advisory Committee (SHAC) and other various parent/community-led committees (i.e. Aledo Growth Committee, Attendance Zone Committee).

4. Describe how the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers. ESSA 1116 (a)(2)(C) and (e)(4)

Aledo ISD will coordinate and integrate parental involvement strategies under Title I with other programs such as: Pre-K, ESL, Special Education, Gifted and Talented, Advanced Academics, and Career and Technology in the following ways:

- Bearcat Nation 101 Back to School Community Event
- Committed to the Cats PreK/Kindergarten Registration Event; Cookies and Cocoa Family Night; Spooky Fest Family Night; ECA Parent Newsletter
- Title III Parent/Family/Community Engagement Series; ESL Family Bingo Night
- Special Programs Focus Group; Annual Special Programs Parent Training; Annual Transition Parent Night; Special Programs Quarterly Parent Newsletters
- GT Advisory Council; GT Annual Showcase; GT Quarterly Parent Newsletters
- Advanced Academics Online Informational Videos; Aledo High School Info/Expo Event; Advanced Academic Quarterly Parent Newsletters
- CTE Advisory Council; CTE Fairs; STEM Nights; CTE Quarterly Parent Newsletters

Parents are strongly encouraged to participate in volunteer opportunities at their child's campus. All parent and community volunteers are required to adhere to district policies, including completion of mandatory orientation procedures and compliance with the State of Texas background check requirements. Detailed information regarding the Aledo ISD Parent Volunteer Program can be found at:

<https://www.aledoisd.org/departments/human-resources/careers-opportunities/volunteer-with-aledo-isd>

5. Describe how the LEA shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. ESSA 1116 (e)(5)

Information about school and parent/family programs, meetings, and activities is shared with parents in various formats and, to the extent practicable, in languages they can understand. Aledo ISD communicates with families through multiple channels, including campus curriculum and open house events; districtwide and campuswide mail, texts, and emails; campus marquees; the district website; campus newsletters; the *Bearcat Blast* weekly e-newsletter; Ascender Parent Portal (for grades and attendance); Remind; the Aledo ISD App; social media accounts at the district and campus levels; and the local newspaper, *The Community News*. The district also gathers feedback through parent, student, and staff surveys conducted throughout the school year.

6. Describe how the LEA shall provide such other reasonable support for parental engagement activities under this section as parents may request. ESSA 1116 (e)(14)

Parents may request additional reasonable support for parental engagement by contacting their campus administration or by providing feedback during committee meetings, parent surveys, or parent-teacher conferences.

Describe how, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools. ESSA 1116 ((a)(2)(D)

The Districtwide Effectiveness and Improvement Committee (DWEIC), in collaboration with parents, will evaluate the Aledo ISD Parent and Family Engagement Policy. The annual evaluation will (i) identify barriers to greater participation by parents and families, especially those who are economically disadvantaged, disabled, have limited English proficiency or literacy, or belong to racial or ethnic minority groups; (ii) identify the needs of parents and families to support their children's learning; and (iii) suggest strategies to improve school and family interactions.

The results of the evaluation will guide necessary revisions and help develop evidence-based strategies for improving parental engagement, ensuring ongoing efforts for effective involvement. Data from the end-of-year parent survey will inform updates to the district's comprehensive needs assessment and District Improvement Plan, which will be accessible to all Aledo ISD families on the district website.

All use of funding and activities can be reviewed by the Texas Education Agency (TEA) upon request to ensure they meet the needs of the PFE Program. The district will maintain records, such as survey data, sign-in sheets, agendas and meeting minutes, to ensure compliance in the event of a TEA audit or to demonstrate the committee's work and efforts.

Describe how to engage parents in the activities of the schools. ESSA 1116 (a)(2)(F)

Parent and community involvement is a vital factor to the success of Aledo ISD. Timely communication and a welcoming environment will help strengthen parent involvement across all district campuses.

There are numerous opportunities for parents and community members to become active participants: Aledo Children’s AdvoCats, Bearcat Backers, East Parker County Chamber of Commerce, Parent Volunteers, Grandparents’ Day, Watch D.O.G.S., Comfort Dogs, Kindergarten Roundup, Curriculum Nights/Open House, Aledo Parent Teacher Organization (PTO), Veterans Day Programs, AISD Career Fairs, Aledo Reads Day, Thanksgiving Trot, Glow Run, Aledo Education Foundation, field trips, individual Aledo athletic booster clubs, Aledo Band Boosters, Parenting University, Young Men’s Service League, Coffee with the Principals, Silvercats, Lions Club, Bearcat Nation 101, and much more. Aledo ISD encourages families, teachers, and community members to join their campus Parent Teacher Organization (PTO).

*If you require help translating this document, please call or send an email to:

*Si necesita ayuda para traducir este documento, llame o envíe un correo electrónico a:

*Якщо вам потрібна допомога з перекладом цього документа, будь ласка, зателефонуйте або напишіть електронною поштою:

*如果您需要協助翻譯此文檔，請致電或發送電子郵件：

*إذا كنت بحاجة إلى مساعدة في ترجمة هذه الوثيقة، يرجى الاتصال بنا عبر الهاتف أو البريد الإلكتروني:

Candace Summerhill

csummerhill@aledoisd.org

817-441-4850

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See [Academic Counseling](#) .]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See [Report Cards/Progress Reports and Conferences](#) .]
- Becoming a school volunteer. [For further information, see policy [GKG](#) and [Volunteers \(All Grade Levels\)](#) on page .]
- Participating in campus parent organizations. [See **Campus Supplement** for more information.]
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at [BOA](#) and [BOB](#), and contact campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, sex trafficking and other wellness issues. [See policies at [BDE](#), [EHAA](#), [FFA](#), and information in this handbook at [School Health Advisory Council \(SHAC\)](#).]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the **3rd Monday of each month at 6 p.m.** at Aledo ISD Administration building, 1008 Bailey Ranch Road, Aledo TX 76008. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 1008 Bailey Ranch Road, Aledo TX 76008 and online at [Aledo ISD Board Meeting Agenda Postings](#). [See policies [BE](#) and [BED](#) for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

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

Students must request a parking permit and pay a fee of \$50 per year for general parking [\$25 for single semester] and \$150 for reserved parking in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.
- Park in front of AHS or DNG absent specific permission.
- Park in the Administration Building parking lot.

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

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

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See [Reciting the Pledges to the U.S. and Texas Flags](#) .]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy [EC](#) for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or

proficiency. In making promotion decisions, the district will consider:

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

Education Code 28.021(a), (c)

[For further information, see policy [EIE](#) (LEGAL) and (LOCAL).]

Elementary and Middle / Junior High Grade Levels

In kindergarten–grade 2, promotion to the next grade level shall be based on the mastery of grade-level standards (essential knowledge and skills) as identified on the standards-based report card and the student's performance on assessment instruments.

In grades 3–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

Repeating Prekindergarten – Grade 8 at Parent Request

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned and number of years of high school attended. [See [Grade Level Classification](#) on page .]

Students will also have multiple opportunities to retake EOC assessments. [See [Graduation](#) and [Standardized Testing](#) for more information about EOC assessments.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See [Leaving Campus](#) on page .]

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

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every nine weeks.

At the end of the third and sixth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70, is below the expected level of performance, or whose grades have changed significantly. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the student, the parent, or the teacher may request to schedule a conference with the teacher of that class or subject. [See [Working Together](#) for how to schedule a conference.]

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

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

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

The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes.

Retaliation

[See [Dating Violence, Discrimination, Harassment, and Retaliation, Hazing](#)]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment,

the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See [Graduation](#) (Secondary Grade Levels Only)].

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

The district will provide transportation for supplemental instruction.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans — Middle School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals.
- Address the parent's educational expectations for the student.
- Outline an intensive instruction program for the student.

[See the school counselor and policy [EIF\(LEGAL\)](#) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See [Personal Graduation Plans](#) for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the **Student Code of Conduct**, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by utilizing the Bearcat Watch Tip line. Click [HERE](#) to access the Tip Line.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.
- Clearly display their identification badge around the neck on a school issued lanyard. (Grades 6-12 only).

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

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

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, including dental treatment, if necessary, for a student, if necessary, for a student if all of the following requirements are met:

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

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

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

The safety and security of the Aledo ISD students and staff is the district's No. 1 priority, and we will always respond first to the immediate emergency. After ensuring the safety of our Bearcats, our next priority will be communicating with parents and guardians.

Severe Weather Procedures

Aledo ISD officials and campuses regularly monitor storms in the area, the National Weather Service, and local TV and radio stations for any potential alerts or risks. Aledo ISD officials receive regular updates and alerts from the Tarrant County Office of Emergency Management (OEM) and the National Weather Service.

In the event severe weather is approaching during the school day, the district will account for students and staff in secure locations and then communicate updates to parents. The district requests parents to not come to school buildings in the middle of a storm to pick up their children. Please let school officials effectively respond during a weather emergency and follow Aledo ISD's communication outlets for updates and announcements (Facebook, Twitter, Instagram, mobile app, Blackboard emails, text notifications and website postings/alerts).

Incident Weather Procedures

Aledo ISD monitors the National Weather Service and local meteorologist forecasts before making decisions to close or delay school. Officials attempt to provide details about school closings to staff, students and parents before 5:30 a.m.

Factors considered before making a weather-related decision about school include:

- road conditions, temperatures
- the presence of snow, ice and sleet
- teen driver safety
- sidewalk and parking lot conditions
- the ability for staff who live outside the district to get to work
- whether or not HVAC systems are operating correctly
- whether or not neighboring school districts are having school

Notifications:

Aledo ISD will send alerts and updates via multiple communications tools. The district will post to Facebook, Twitter and Instagram and will send alerts via the Aledo ISD mobile app, Blackboard email, text notification and the district's website to keep parents, students and staff informed of weather-related alerts.

[See [Communications-Automated](#), Emergency for more information.]

Student Identification Badges (All Grade Levels)

IDENTIFICATION (ID) BADGES REQUIRED FOR ALL 6th - 12th GRADE STUDENTS

The Aledo Independent School District wants its students, staff, and parents to know the priority we place on safety and security. Proactive measures include extensive emergency operations plans, regularly scheduled safety drills, video camera monitoring throughout the district, controlled access to all facilities, and School-Based Law Enforcement at all district campuses. In an additional effort to prioritize school safety Aledo ISD will require all 6th - 12th grade students to wear ID badges whenever present on school property during the school day.

Each 6th - 12th grade student will receive a photo ID badge and a lanyard at the beginning of each school year. Throughout the school day, students will be required to clearly display their ID around the neck with school-issued lanyard. Students will be required to wear the lanyard and ID at all times unless the lanyard and ID pose a potential safety concern for a class activity,

such as PE/athletics or in a science lab. Teachers will instruct students to remove their lanyard and ID if there is a safety concern for the class activity.

If a student loses the ID, a replacement must be purchased promptly from the designated school office/location. Displayed badges will help to ensure that the student is currently enrolled in the Aledo ISD.

Requirements:

- ID badges must be hung on the school-issued lanyard around the neck during the entire school day.
- ID badges must be worn with the picture facing out.
- ID badges must not be defaced or altered in any way
- ID badges must be worn on top of the outermost layer of clothing.

Failure to follow the requirements above may be considered a violation of the Student Code of Conduct. Potential consequences are as follows:

- Verbal Reminder/Issuance of temporary ID Badge
- Issuance of temporary ID Badge / Lunch detention
- Issuance of temporary ID Badge / After school detention with parent contact
- Office referral / ISS

New ID cards and lanyards will be issued each school year. The first ID card and lanyard each year will be provided at no cost. Lost or replacement cards will cost \$5 at AMS/MMS and \$10 at DNGC and AHS. Replacement Aledo ISD lanyards can be replaced at a cost of \$2 each.

SAT, ACT, and Other Standardized Tests

[See [Standardized Testing](#)]

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

[See **Campus Supplement** for more information.]

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator, at **817-441-5192**.

Vending Machines (All Grade Levels)

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

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, at **817-441-5192**.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

[See **Campus Supplement** for areas that are open to students before school and beginning time.]

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the **Student Code of Conduct** or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time (All Grade Levels)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the **Student Code of Conduct**.

Library (All Grade Levels)

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. Parental involvement in the library is encouraged. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through an email notification from the Destiny library manager.

A parent may access the school's library or any available online catalog by submitting a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures. .

The district welcomes student and parent feedback on library materials and services. Parents may contact their campus principal with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website

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

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy [FNAB](#)(LOCAL).

[Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district.](#) [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**]

[For more details of Noncurriculum-Related Groups see **Campus Supplement**.]

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches and Investigations

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the **Student Code of Conduct**.

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see [District Police Department](#)].

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the **Student Code of Conduct**, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the **Student Code of Conduct**, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Personal Communications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy [FNF](#) (LEGAL) and **Electronic Devices and Technology Resources** on page for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[See **Steroids** on page and Policy [FNF](#)]

Vehicles on Campus (Secondary Grade Levels Only)

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

Sexual Harassment

[See [Dating Violence, Discrimination, Harassment, and Retaliation, Hazing](#)]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact **817-441-8327**.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

Standardized Testing

SAT / ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: athletic events, opening announcements and greetings for the school, pep rallies, and award banquets. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy [FNA\(LOCAL\)](#).

[See policy [FNA\(LOCAL\)](#) regarding other speaking opportunities and [Graduation](#) for information related to student speakers at graduation ceremonies.]

Tardies (All Grade Levels)

[See [Campus Supplement](#) for more information.]

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

District-approved instructional materials are provided to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day. [For information on library books and other resources students may access voluntarily see [Library](#).]

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See [Safety Transfers/Assignments](#) , [Bullying](#) , and [Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services](#) for other transfer options.]

Transportation (All Grade Levels)

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles or due to hazardous routes (i.e., four lane divided highways and no sidewalks). This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or areas presenting an elevated risk violence exist for students who live within two miles of the campus:

1. All homes on the north side of East Bankhead Hwy from FM 1187 to Hunter's Glen, and all homes on the south side of East Bankhead Hwy to Jenkins Road, including the subdivisions of Prairie Ridge, Spur Court, Hunter's Glen, West Oak Home Site, Shadow Creek Phase I & II along with Jenkins Road, Torri Court, Hewitt Lane, and Marble Court

due to no sidewalks for students that attend Coder Elementary, Aledo High School, Daniel 9th Grade Campus, and Aledo Learning Center.

2. All the lots in Cowtown R.V. Park on East Interstate 20 Service Road due to no sidewalks for students that attend Coder Elementary, Aledo High School, Daniel 9th Grade Campus, and Aledo Learning Center.
3. All homes on the south side of Bailey Ranch Road from FM 1187 to Champion Drive, including Parks of Aledo and Vista Point, due to no sidewalks for students that attend Coder Elementary, Aledo High School, Daniel 9th Grade Campus and Aledo Learning Center.
4. All homes on the west side of FM 1187 from Bailey Ranch Road to the Rail Road Crossing, which includes all homes west of the East Parker County Library, homes west of Aledo Family Medicine, west of the Valero (Bearcat) gas station, and west of the First Financial Bank, due to having to walk along an industrial or commercial area and a major highway for students that attend Coder Elementary, Aledo High School, Daniel 9th Grade Campus and Aledo Learning Center.
5. All homes on the south side of Maverick Street/Old Annetta Road from FM 1187 to McDavid Terrace, including the subdivisions of Parker Station Phase I and II, Trinity Bluff Estates, and McDavid Terrace along with the streets of Hidden Valley Drive, due to no sidewalks and having to walk along an industrial or commercial area and a major highway for students that attend Aledo Middle School.
6. All homes on the west and east side of FM 1187 from the FM 1187/FM 5 split to the Rail Road Crossing, including Versailles and Austin Streets, and all homes on the north and south side of Old Annetta Road from Langham Court to FM 1187, including Parker Station Phase I, Feedlot Road, and Westgate Drive, due to no sidewalks for students that attend Aledo Middle School, Aledo High School, Daniel 9th Grade Campus, and Aledo Learning Center.
7. All homes on the east and west side of FM 1187 from the Rail Road Crossing to Austin Street, all homes on the east side of FM 1187 from Austin Street to FM 1187/FM 5 split, all homes on the east and west side of FM 5 from the FM 1187/ FM 5 split to and including Koldin Road, and all homes on the north, south, east, and west side of FM 1187 from the FM 1187/FM5 split to Jarvis Lane, including the subdivisions of Brook Hollow, Valley View, Howard's Crossing, Villages of Aledo Phase I & II, and Versailles, including the streets of Wood Lake Road, Aledo Glenn Court, Cedar Creek Court, Creek Side Drive, Fairview Lane, Austin Street, and Crockett Street, due to no sidewalks for students that attend Vandagriff Elementary and Aledo Middle School.
8. All homes on the north and south side of FM 5 between McFarland Ranch Road and Koldin Drive for students that attend Aledo Middle School due to no sidewalks.

9. All homes from Koldin Drive to Rivercrest Court due to no sidewalks for students that attend McAnally Middle School.
10. All homes on the north and south sides of FM 5 between McFarland Ranch Road to 718 FM 5, including the subdivisions of Hidden Lake Estates, Aledo Country Estates, Jordan Ranch Estates, River Creek Estates, McDavid Springs, and La Madera Estates, and Clair Vista, including the streets of Bridle Wood Court, River Crest Court, Highland Drive, including West and East Terrace Court, South Point, Old Rock Road, Lake Haven Drive, Crooked Creek Lane, Boutwell Lane (Private Drive), Valle Vista Road, Hudson Lane, and Prairie View Street, due to no sidewalks for students that attend Stuard Elementary.
11. All homes on the north and south side of FM 1187 between 2016 FM 1187 and FM 1187/FM 5 split, including the subdivision of Brook Hollow, including the streets of Chase Lane, Yearly Lane, Jarvis Lane, and Wood Lake Road, also all homes on the east side of Kelly Road from FM 1187 to and including Bent Tree Court, due to no sidewalks for students that attend Vandagriff Elementary and Aledo Middle School.
12. All homes on the north and south side of FM 1187 from Chase Lane to 416 FM 1187, including the subdivision of Brook Hollow, including Yearly Lane, Jarvis Lane, Wood Lake Road, also including all homes on the east side of Kelly Road from FM 1187 to and including Bent Tree Court, due to no sidewalks for students that attend Aledo Middle School.
13. All homes on the north, south, west, and east sides of Rim Rock Road from Lakeview Drive to Hollow Drive, including Thistlewood Lane, Silver Ridge Lane, Longleaf Court, Rockdale Court, and Rock Court, all homes on the west and east side of Hollow Drive from Rim Rock Road to Branch Hollow Lane, all homes on the north and south side of Branch Hollow Lane from Hollow Drive to Rock Glenn Court, due to no sidewalks for students that attend Stuard Elementary.
14. All homes on the west and east side of Thunderhead Lane from FM 5 to Lakeview Drive, including Meadow Park Drive, Inglewood Drive, Langley Court, Pepperbush Lane, Kenwick Court, Rolling Springs, Shumard, Portales, Highland Drive, and Meadow Glenn Court, due to no sidewalks for students that attend Stuard Elementary.
15. All homes on the north, south, east, and west sides of Lakeview Drive from Thunderhead Lane to Old Annetta Road, including WindRush Court, Crosswind Court, Rim Rock Road, Silver Ridge Lane, Quail Run, Highland Drive, Wild Briar Court, Royal Oak Drive, and Live Oak Drive, due to no sidewalks for students that attend Stuard Elementary.
16. All homes on the north and south side of Old Annetta Road from Woodland Hills Drive to Deer Creek Drive (Plantation Estates), including Lake View Drive and Split Rail Estates Phase II, due to no sidewalks for the students that attend Annetta or Stuard Elementary.

17. All homes on the west and east side of Ranch House Road from the West Interstate 20 Service Road to Ranch House Court including the streets of Canyon Court, Scenic Trail, Live Oak Court, Pleasant Ridge, Mesa Spring, Surry Court, Surry Lane, Lariat Court, Willow Park Drive, Jeri Ridge Road, Appaloosa, Tumbleweed Trail, Buffalo Court, East Stage Coach Trail, Chaparral Court, Wood Bridge, Fox Hunt Trail, Trinity Drive, Trinity Court, and Sam Bass Court, due to no sidewalks for the students that attend Annetta or McCall Elementary.
18. All homes on the west and east side of West Stage Coach Trail from the West Interstate 20 Service Road to Ranch House Road including Chuckwagon Trail, Pitchfork, Stagecoach Estates, and Saddle Ridge Estates, due to no sidewalks for the students that attend Annetta Elementary.
19. All homes on the west and east sides on El Chico Trail from West Interstate 20 Service Road to Sam Bass Road, all homes on the north and south sides of Sam Bass Road to 866 Squaw Creek Road, which includes Sam Bass Court and Aspen Wood, due to no sidewalks for students that attend Annetta or McCall Elementary.
20. All homes on the north side of Bankhead Hwy from Willow Park Village to the East Interstate 20 Service Road, including Willow Park Village, due to no sidewalks for students that attend Coder Elementary, Aledo High School, Daniel 9th Grade Campus, and Aledo Learning Center.

Because students in these areas might encounter hazardous traffic conditions or be subject to areas presenting an elevated risk of violence when walking to and from school, the district will provide transportation to these students. Please contact the Director of Transportation for additional information.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact **817-441-5141**.

[See the **Student Code of Conduct** for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the **Student Code of Conduct**. Students must:

- Always follow the driver's directions.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.

- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.
- All students riding a bus that is equipped with seatbelts MUST wear their seatbelts.

Misconduct will be punished in accordance with the **Student Code of Conduct**; the privilege to ride in a district vehicle, including a school bus, may be suspended, revoked.

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the **Student Code of Conduct**.

Video Cameras (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the **Student Code of Conduct**.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, parent, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide required notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Director of Special Programs, who the district has designated to coordinate the implementation of and compliance with this law.

[See [EHBAF\(LOCAL\)](#).]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with [FNG \(LOCAL\)](#) or [GF\(LOCAL\)](#).

[See the **Student Code of Conduct**.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

College Fair

For College Fair 2024, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. This event will be held **October 24, 2024** at Aledo High School.

Volunteers (All Grade Levels)

The district requires a state criminal history background check for volunteers who might also be parents, guardians, or grandparents of a child enrolled in the district.

Subject to exemptions in accordance with state law and district procedures, some volunteers can also be required to be fingerprinted at district determination, as certain elements of volunteering may involve repeated direct access to students. If fingerprinting is necessary, someone in Human Resources will contact the volunteer with directions.

Aledo ISD contracts with JD Palatine and RAPTOR TECHNOLOGIES to provide an online volunteer application and background check for anyone wishing to volunteer in Aledo schools. This online application is quick and easy and will help the district to continue to ensure the safety of our students.

At Aledo ISD, we value the support and assistance we receive from our dedicated school volunteers. Our safety and background check requirements are not intended to hinder volunteers from helping Aledo ISD, but rather to reassure parents and staff that Aledo ISD has been diligent in screening volunteers for work with or around students. **The status of your volunteer application does not affect your ability as a parent to visit the campus for lunch or special events using the existing Raptor sign-in process.**

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

We encourage everyone who wants to volunteer for AISD in any capacity whatsoever, to apply online and have a background check completed. This way, you will be ready to go should the situation arise where you want to volunteer.

Approved volunteers not only consent to the criminal background check, but they also consent to having their contact information shared with AISD Principals so the applicant can be contacted to volunteer.

Go to the district's Volunteer webpage to get started: [District Volunteer Application](#).

District Volunteer Information Page: [Aledo ISD Volunteer Page](#)

Next, click on the black box to complete the volunteer background check. This online form will ask for your name, address, birthdate, social security number and email address as well as any maiden or other names you have used in the past. You will have a series of permission forms you will need to read and sign by clicking the box at the bottom of each screen, agreeing to the national background check. Once you have completed and submitted the form, you will receive an email from Raptor that your background check is in process.

Once you are approved, you will receive a second email from Raptor that you have been approved and added to the district's volunteer database. If for some reason you are denied or there is an issue found during your background check, you will receive a confidential notification from a District Representative. A problem found during a background check may or may not be applicable to you. This notification will guide you through steps to resolve the application issues and/or you will have the option to withdraw your application altogether.

We appreciate and value your volunteer service to Aledo ISD. During the first few weeks of school, please allow up to a two-week processing time. In reality, the processing rate will likely be much quicker during non-peak times. Don't wait and get caught missing out on volunteer opportunities. Sign up and begin volunteering now! Thank you for helping to keep our Bearcats safe.

**Voter Registration
(Secondary Grade Levels Only)**

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

**Withdrawing from School
(All Grade Levels)**

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the **Student Code of Conduct**.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for

directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the **Student Code of Conduct**. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAFE AND SUPPORTIVE SCHOOL TEAM is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests if necessary for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The **Student Code of Conduct** also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

~~**TXVSN** stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.~~

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix I: Freedom From Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Policy FFI](#). Below is the text of Aledo ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on October/23/2017

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

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

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION

BULLYING

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's **Student Code of Conduct** and may take corrective action reasonably calculated to address the conduct.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the **Student Code of Conduct** or any other appropriate corrective action.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through [FNG](#) (LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with [CPC\(LOCAL\)](#). ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix II: Transportation Handbook

Aledo ISD Transportation Handbook for Students & Parents 2025-2026

INTRODUCTION

Aledo ISD is pleased to offer bus transportation to all eligible students who wish to participate. We believe that our service will provide students safe and efficient transportation from home to school and back again. Please read the information contained therein and acknowledge its receipt on the Aledo ISD Parent Acknowledgement/Permission Form agreeing to the proper behavior patterns set for students who ride the bus.

To provide for the safe and prompt movement of bus students, Aledo ISD has adopted standard regulations, guidelines, and procedures. While consequences may be applied for violations of these rules, our overall goal is to provide for the safety of everyone who rides a bus at any time. You will find those procedures outlined for your information and your child's guidance on the pages that follow.

Information on Transportation Services may be obtained on the Aledo ISD website [HERE](#). If you need further clarifications on student bus behavior, feel free to call the Transportation Facility at **817-441-5141**.

GENERAL TRANSPORTATION GUIDELINES

Since a school bus is considered an extension of the classroom, bus drivers possess the same authority as a classroom teacher in dealing with student management. The rules and regulations of the school district shall be applied to both locations in the same manner. Additionally, students will be expected to abide by the following regulations and guidelines.

1. Students must board and leave the bus at their **designated stops only** and must ride an assigned bus based on their legal address.
2. If a student misses the bus, it is the responsibility of the parent to provide transportation to or from school. We recommend the parent/guardian instruct the student on a pre-planned procedure to follow in this situation.
3. The bus driver's instructions and directions shall be always obeyed. A student may not be disrespectful or refuse to cooperate with the bus driver.
4. The bus driver is authorized to assign seats.
5. Student use of fictitious name and/or addresses will result in a **five (5) day bus suspension**.
6. For the safety of all the bus riders, the driver shall exclude certain materials from the bus which may represent a clear and present danger or hazard to the occupants. These items may include but are not necessarily limited to the following: weapons, drugs, tobacco products including vapor smoking devices, food, drinks, gum, live animals, glass containers, flammable materials, doll strollers, car seats, skateboards, roller blades and/or scooters.

7. We encourage parents to remove all dangling items from clothing and backpacks to minimize the danger of items being caught on the bus door.
8. **All kindergarten and first grade students must be met at the designated bus stop daily by a pre-approved adult or older sibling.** For greater safety we encourage parents to meet all their children at the bus stop.
9. Permission to ride another bus or to use another bus stop **must** be approved by a campus administrator. Parents are asked to write a note to the campus administrator requesting permission for their child to ride home with a friend. (State the name of the friend). Administrators will then issue a bus pass which is good for one day only.
10. Permission to ride more than one bus or use more than one bus stop on a regular basis must be made in writing to and approved by the Director of Transportation Services.

SAFETY PROCEDURES FOR WAITING FOR THE BUS

1. Students should be at their bus stop five minutes before the schedule time. **The bus driver cannot wait for students to come out of their residence after the bus has reached the stop.**
2. Stand at least 10 steps away from the road while waiting for the bus.
3. When the bus approaches, form a single line 10 steps away from the bus.
4. After the bus has stopped and the air brake is set, students may board the bus.

BOARDING THE BUS SAFELY

1. **Never** walk behind the bus.
2. **Never** attempt to retrieve a personal article that rolls near or under the bus. Ask the driver for assistance and wait for his/her directions.
3. Do not push or shove.
4. Always use the handrail.
5. Go to your seat immediately. The bus will not move until all the students are seated.
6. For student safety, the bus driver **will not stop the bus to load students after the passenger door is closed and the bus is moving.**

SAFE BUS BEHAVIOR

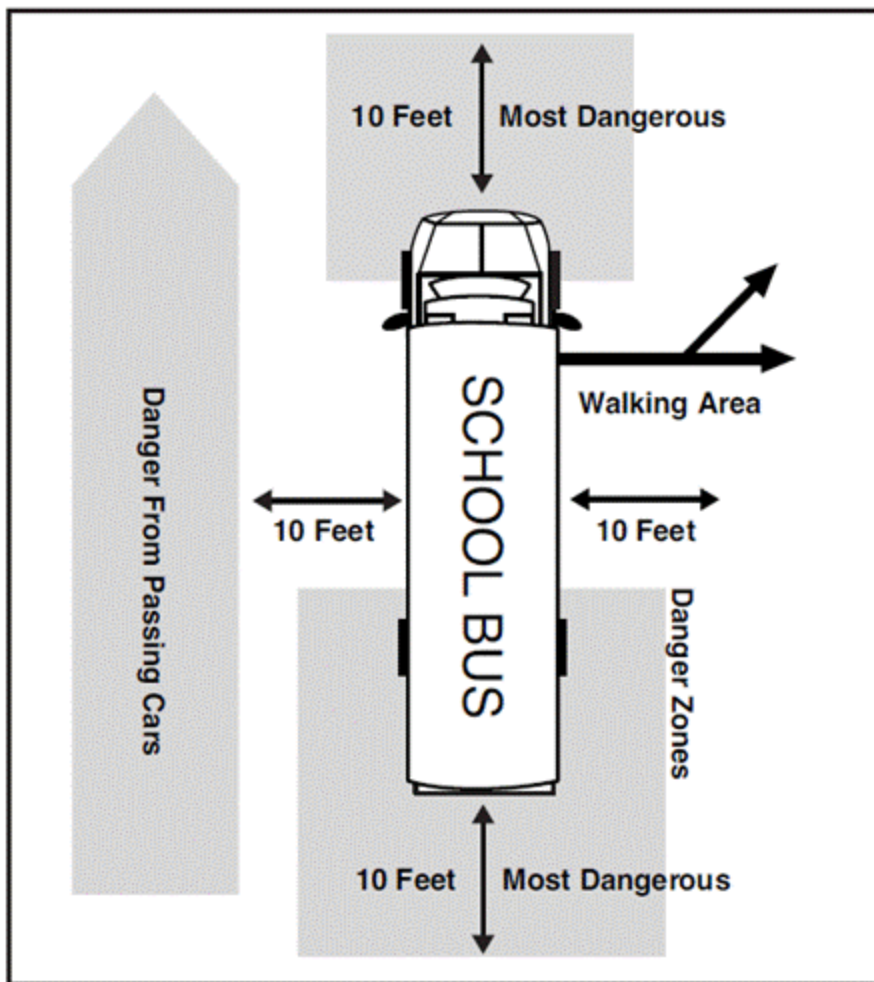
1. Always cooperate with the bus driver. Remember the driver has the same authority as the classroom teacher.
2. Remain seated and face forward while the bus is moving.
3. Do not change seats while the bus is moving.
4. A student shall not refuse to sit in an assigned seat or deny another student a place to sit.
5. Normal conversation is permitted but loud noises may distract the bus driver and create an unsafe condition. Absolute silence is required at railroad crossings.
6. Scuffling, fighting, or physical/verbal harassment **is not permitted.**
7. Keep heads and hands inside the bus and feet out of the aisle.
8. Do not throw objects inside or out of the bus.

9. Do not mark, cut, or scratch any part of the bus. These acts are considered vandalism and will be treated accordingly. (Punishable by restitution and suspension from bus privileges).
10. Use the emergency door and emergency equipment only during supervised evacuation drills or in an actual emergency.
11. Never sit in the driver's seat or attempt to touch the driving controls.
12. As an added safety precaution, it is recommended that students carry all belongings (books, papers, pencils, etc.) in a book bag or backpack when boarding, riding, or unloading the bus.
13. Cell phones need to be turned off and put away while students are on the bus. If a student needs to use the phone, he/she must first obtain permission from the driver.
14. Aledo ISD Transportation Services will not be responsible for any item, including electronics, left on the bus. If any electronic items, such as cell phones, etc. become a distraction compromising the safety of bus travel, we may require the student to leave the item with the driver to be returned when the student exits the bus.

GETTING OFF THE BUS SAFELY

1. **Stay seated** until the bus has completely stopped, and the air brake is set.
2. Use the handrail.
3. Wait for your turn to leave the bus; pushing and crowding will only slow down students exiting and may cause an accident.
4. Stay clear of the bus after exiting.
5. Never walk behind the bus.
6. Never chase or attempt to hang onto the bus.
7. Never attempt to retrieve a personal article that rolls near or under the bus. Ask the driver for assistance and wait for his/her directions.

THE DANGER ZONES



CROSSING THE STREET OR HIGHWAY SAFELY

1. All students crossing a roadway shall exit the bus and move to a point 10 giant steps away from the bus and wait for the driver to signal a safe crossing. Use caution and look both ways.
2. After checking in both directions, walk directly across the road. **Caution:** Be alert for vehicles! Although required by law, motorists do not always stop for a school bus.
3. Cross all streets at intersections and obey all traffic signs and signals when walking home from the bus stop.
4. **Routes have been created to eliminate the student's need to cross a four-lane roadway or divided highway. Violation of this policy is considered extremely dangerous. Bus riding privileges will be suspended for five (5) days for violations.**

ACCIDENTS OR EMERGENCIES

If an accident or emergency does occur, it is imperative that:

1. Students follow the driver's instructions as to which door is to be used for evacuation.
2. Students will leave the bus in a single file as quickly and quietly as possible, leaving all belongings on the bus.
3. After evacuating the bus, stay in a group at a safe distance away from the bus (100 feet or more).
4. When using the back emergency exit, the student nearest the door will open it, get out and assist other students.
5. During a back door evacuation drill each student will sit down at the back door then drop to the ground feet first. **Never jump** from the floor of the bus to the ground.

All students riding the bus will participate in an emergency evacuation drill at least once a year.

EXTRA CURRICULAR TRIPS

1. All bus rider rules apply to any school-sponsored events.
2. Discipline shall be the responsibility of the bus driver and the trip sponsor.
3. The trip sponsor shall be responsible for ensuring the bus is returned clean.

VIDEO MONITORING SYSTEM

1. District buses may be equipped with video monitoring systems for the purpose of monitoring and promoting safe student bus behavior.
2. Aledo Independent School District has the exclusive right to use the video or reproductions as deemed necessary **by authorized school employees.**

EXPECTATIONS AND CONSEQUENCES

All students are expected to follow the same standards for conduct on the bus that have been established for the classroom and any other school related activity. At the same time, we encourage parents to emphasize the need for all students to always behave in a safe manner when waiting for the bus as well as boarding, riding, and exiting. In addition, all students will be expected to treat every bus rider and their possessions with respect.

Should any bus rider violate these bus safety rules, the driver will turn in a "School Bus Incident Report" to be given to the campus administrator. Upon investigating such incidents, the campus administration and/or the Transportation Director will take the appropriate action prescribed under the **Student Code of Conduct** including the suspension or revocation of transportation privileges.

APPENDIX III: Work the Plan

ALEDO ISD EMERGENCY COMMUNICATIONS

Should an emergency situation arise within the Aledo ISD while school is in session, it is important that you know the district and its individual campuses have made preparations to respond to these incidents.

During such an event, your child/children will be cared for at his/her campus. Your cooperation is essential during an emergency. As we have learned from previous experience, one of our greatest challenges during an emergency is managing traffic flow as well as incoming phone calls from concerned parents and others. Traffic jams and clogged phone lines can prevent emergency responders (police, fire, and medical personnel) from providing emergency services in a timely manner.

Aledo ISD will utilize the Blackboard Messenger to communicate emergency information in the timeliest manner possible. In the event of an emergency involving an Aledo ISD campus, we ask that you do not come to the school or call the school, but watch for information via text messages, emails, or notifications from Blackboard Messenger. Through this platform Aledo ISD administrators will provide you with pertinent information as well as details on how to reconnect with your child. We ask that you please **“Work the Plan”**. If you do not already have the Aledo ISD, search for *Aledo ISD* on the App Store or Google Play.

In the event of a Lockdown or Shelter emergency at your child’s campus, only authorized emergency personnel are permitted to enter or exit the school. Additionally, if the campus has been ordered to evacuate, your child may have been relocated to an undisclosed alternate safe location. Again, we request that you **“Work the Plan”** and seek information through the Blackboard Aledo ISD App.

Upon possible relocation and reunification students will only be released to persons identified as *parents, legal guardians, or emergency contacts* in our system. Please keep this information accurate and updated and discuss these matters with your child. Thank you for your cooperation and understanding as we continually seek to assure the safety and security of all students, employees, and visitors of the Aledo Independent School District.

Should you have any questions regarding these procedures, feel free to call the district office to speak to the Executive Director of Student Services at **817-441-5161**. Should you need to update contact information for your student(s), please call the office at the appropriate school.