

**Crystal City Independent School District**

**Alternative Education Center**

**Alternative Education Program (AEP)**



**Student Handbook**

**2018-2019**

Crystal City ISD Alternative Education Center  
Disciplinary Alternative Education Program (D.A.E.P.) Policies and Procedures



**Crystal City Independent School District  
Alternative Education Center  
Alternative Education Program**

501 N. Ave. C - Crystal City, TX 78839 - 830.374.2341 Ext 279

WELCOME LETTER

To our Parents and Students:

Welcome to the Crystal City ISD Alternative Education Center. By attending the CCISD Alternative Education Program, you have been given the opportunity to further your education and personal development. Due to increased curriculum and instructional support to teachers, progressive disciplinary plan, student activities, and reward systems for students demonstrating good attendance, academics, and attitude, we know that you will have a successful year.

Parents, staff, and students work together to ensure that learning takes place. As a parent, we depend on your involvement on a daily basis. Please talk to your child about their progress in school.

Our major aim for the school year will be to raise students' reading levels and assist them in getting caught up with credits. This will prepare them to return to their respective home campus having had an opportunity to recover all credits.

Our desire is to assist students in the realization of the CCISD AEC vision, which states:  
The administration, teachers, and staff look forward to working with you and your child.

Sincerely,

Dina Briones,  
CCISD Alternative Education Center Administrator

**Crystal City ISD Alternative Education Center  
Alternative Education Program (AEP) Policies and Procedures**

**INTRODUCTION**

This handbook outlines the policies and procedures pertaining to student activities and responsibilities as set forth by the Board of Trustees of the Crystal City Independent School District. It is the responsibility of each student to read, understand, and abide by the rules and requisites stated in this handbook.

Students and parents also need to be familiar with the students' home campus' handbook—Student Code of Conduct (SCOC)—as this Alternative Education Program (AEP) handbook serves as a supplement to the SCOC handbook while the student is placed in the AEP.

Frequent reference to this handbook will acquaint you with the functions of our school. Please feel free to confer with the teachers, counselors, and administration when you deem it necessary.

Throughout the handbook, the term "the student's parents" is used to refer to the parent and/or legal guardian.

**To the Parents/Students**

The home is the greatest influence upon the child during the formative years, from these influences the child develops his/her first habits and obtains most of his/her ideals and attitudes. The influence of a good home environment cannot be duplicated within the classroom; therefore, it is imperative that the home and school work cooperatively for the maximum development of your child.

**DISCLAIMER**

Neither this handbook nor any part of it should be construed as a contract itself. This handbook is not intended to be comprehensive and is advisory, serving only to guide the student and parent. The program reserves the right to make changes or exceptions to statements in this handbook. A final interpretation of all program rules is left up to the Director of the Alternative Education Center.

**PHILOSOPHY**

It is the philosophy of the AEP school staff that all students have a right to learn and teachers have the right to teach in a safe and orderly environment. Therefore, the AEP school program provides a highly structured and controlled academic setting with an emphasis on core curriculum, life/coping skills, character education/self-discipline, and an opportunity for the students to work with highly skilled professional staff members.

Students in the AEP are expected to conduct themselves in an appropriate and respectful manner. Politeness in conduct, serious application to schoolwork, and the consideration of the rights of others are expected standards for our students.

To achieve a learning structure appropriate to these purposes, the AEP enforces policies which clearly:

- Establish appropriate student behaviors, limits, boundaries, and expectations;
- Link rewarding or unrewarding student outcomes to compliance or noncompliance with established rules.

Criteria for student behavior have been set to demonstrate successful participation in this learning process on a daily basis.

## STAFF

Ms. Imelda R. Salinas, Superintendent of Schools  
Mr. Dante Delgado,  
Ms. Dina Briones, Crystal City ISD Alternative Education Center Administrator  
Mr. Norberto Cardona, Teacher  
Ms. Cassandra Mata, Teacher  
Mr. Isidro Rios, Instructional Aide  
Mr. Jesse Tapia, Instructional Aide

## PROGRAM OBJECTIVES

It is our goal to provide appropriate instruction in a setting that emphasizes, not only, a highly structured environment, a place for the students to continue to learn, and the continuation of academic pursuits in the core subject area, but also, to provide assistance and encouragement for students to:

- make behavioral adjustments, stressing that the student is held accountable for his/her actions and the natural consequences of inappropriate behaviors;
- take part in group and/or individual discussions that will help students learn to make better decisions, avoid escalating potentially troublesome situations, and equip students with alternative strategies to use in various situations;
- learn to make short and long-term plans and goals;
- earn the privilege of returning to their regular school setting.

## VISION STATEMENT

*Inspire, Empower, and Prepare*

## MISSION STATEMENT

The mission of the CCISD Alternative Education Program is to promote academic success, modify behavior, and facilitate employability and functional skills attainment, as well as to support career and character education development in an environment that differs from the traditional home campus setting and offers a more conducive setting for learning. Through ongoing direct instruction, guidance, and monitoring, students will be provided support with the goal of returning the student to a comprehensive educational program.

## PROGRAM OVERVIEW

The CCISD Alternative Education Program (AEP) goal is to provide *short-term intervention* in a highly structured learning environment for at-risk students experiencing difficulty in the traditional academic setting. Students attending the AEP program will be given the opportunity to continue their education in an environment designed to address their academic, social, and behavioral needs.

Students are referred to the program by both the school counselors and the home campus administrator. Once completing, students will be able to return to his or her respective home campus. Completion of the program is based solely on student performance. *The ultimate goal of the AEP is to help students reintegrate successfully into the traditional school setting or continue their education in a setting of their choice, to include the AEP.*

The AEP offers courses in all four core content areas and electives, including CTE classes. Curriculum guidelines will be utilized to help facilitate a smooth transition back into the traditional classroom. Students attend school from **7:50 AM – 3:30 PM (or 4:30 PM if court ordered)** and will work in multi-age/multi-grade classes. **Students will be in attendance the entire day. Flexible schedules, which include half-day attendance, will be offered only to**

**those students who demonstrate an educational need for such schedule.** Each student works on an educational plan tailored to meet his/her academic needs. Small class sizes help to create an intimate climate and provide increased opportunities for attention to social and behavioral needs. The staff at the AEP is trained to function as a team and to be consistent in their expectations of students who attend the program.

The CCISD AEP promotes acceptance of responsibility for one's own actions and development of self-discipline. The on-site counseling staff will offer opportunities for individual and group counseling and opportunities to improve the skills necessary for success in life. Students are returned to the traditional academic setting once they have successfully completed their prescribed program.

## ENROLLMENT

All referrals for placement will come from the CCISD only. When a referral is received, the CCISD Alternative Education Center's administrator will set up an intake appointment with both the parent and student. Probation officers and case managers, when applicable, may attend the intake conference.

## EXIT

At the end of each marking period, the AEP staff will conduct staffing meetings to review individual progress in the student's accelerated instructional plan/program. Once completing the program, students will be able to return to his/her home campus. ***Completion of the program is based solely on student performance.***

A **NOTICE OF COMPLETION OF INDIVIDUAL ACCELERATED PLAN** will be forwarded to the home campus. When the home campus receives the notice, a respective home campus administrator will schedule a reentry conference with the sole purpose of reintegrating the student into the traditional school setting.

## STUDENT ELIGIBILITY CRITERIA

In order to enroll in the AEP program, a student must meet the following criteria:

1. The student is below expected grade level as determined by number of credits earned (secondary).
2. The student is below expected grade level as determined by chronological age and is behind multiple years (secondary).
3. The student is identified as a habitually truant student.

Priority will be given to upper classmen.

## DAILY SCHEDULE

**With the exception of court ordered mandates, the typical school day will begin at 7:50 AM and will end at 3:30 PM.**

**The AEC will follow the CCISD School Calendar for the 2018-2019 school year.**

## ACADEMIC POLICIES AND PROCEDURES

### CURRICULUM AND INSTRUCTION

Students will be instructed in their core curriculum classes while enrolled in the AEP. They will be offered a variety of opportunities to complete work within their core curriculum classes. The AEP personnel may work with students individually or in class settings, using computer-guided instruction, as well as conventional teaching strategies to

complete the designated curriculum. The AEP personnel will work in conjunction with the home campus teachers to attempt to keep the student on pace to help facilitate an easy transition to the home campus.

After school tutorials will be offered for all AEP students.

Students assigned to the AEP will have the opportunity to participate individually and/or in small groups in our social skills curriculum. This curriculum defines the positive alternatives to many of the maladaptive and self-defeating behavior patterns in which students might engage. It is intended to serve as an effective resource and tool for the AEP staff.

The AEP Social Skills Curriculum is task-analyzed into specific behaviors; skills are parried with specific skill types—social, emotional management, academic, ethical/moral, and independent living—and character traits, and categorized according to behaviors and situations in which they can be used to address problems or enhance a student's abilities.

The AEP staff will determine if there is a need for other topics, such as drug and alcohol education, to be introduced and explored.

### **PLAN for SUCCESS**

At the beginning of each marking period, each student will have an individualized conference with a teacher. This conference will include in-depth discussion regarding the student's accumulated credits, fulfillment of graduation requirements, the student handbook, attendance and continued enrollment in the alternative program.

### **INDIVIDUALIZED ACCELERATED INSTRUCTIONAL PLANS**

The Accelerated Instructional Plans (AIP) will be completed upon enrollment for every student in the Alternative Education Program (AEP). Its purpose is to serve as a guide for teachers when providing educational services to students over a specific period of time. An AIP provides the teacher with information in the following areas:

1. Personal Information
2. AEP Placement and Plans
3. Education History including State Assessment Reports
4. Educational Goals
5. Personal Graduation Plans (7-12)

### **TESTING**

Students' academic skills will be assessed with both formal and informal assessments. These include, but are not limited to:

1. STAR Reading and Math Pre & Post Tests
2. Curriculum Based Assessments
3. District Benchmarks
4. State Assessments
5. Teacher Prepared Tests & Quizzes
6. Observation or Anecdotal Notes
7. Discussion

## **ASSESSMENTS**

Students are required to take all state assessments, curriculum-based assessments, and end-of-year exams on designated testing days. Additional assessments may be required by the student's home campus.

Students placed at the AEP will be expected to test in their home campus. Immediately after completing their state assessments, campus police will return students to the AEP.

## **GRADING GUIDELINES**

Credit will be given for all acceptable work completed at the AEP and will be recorded as per respective campus grading policies.

## **PROGRESS REPORTS and REPORT CARDS**

Parents will receive the students' progress reports twice during any given marking period. Report cards will be issued at the end of each marking period.

## **EXTRA-CURRICULAR ACTIVITIES**

Students assigned to the AEP may participate in extra-curricular activities.

## **SUMMER SCHOOL**

At the end of the regular school year, the AEP principal will develop a behavioral contract for each AEP student in need of credit recovery or its equivalent. Students not adhering to the behavioral contract may risk being dropped from the summer program.

## **TITLE I COMPACT RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS**

Each AEP member has rights and responsibilities for establishing and maintaining good discipline in our school.

## **STUDENT RESPONSIBILITY and DISTRICT EXPECTATIONS**

Students are to conduct themselves properly, in a manner prescribed by the teacher, and they must comply with the applicable rules and policies of the District.

Students are expected to:

1. Develop good habits.
2. Assume responsibility for their actions.
3. Maintain a positive attitude.
4. Respect the rights of others.
5. Treat others with respect.
6. Treat teachers and school staff with respect.
7. Respect the authority of teachers and other school staff.
8. Obey all school and classroom rules and procedures.
9. Participate in assigned academic activities.
10. Assume responsibility for maintaining the learning environment safe.
11. Take care of school property.

## **PARENTS/GUARDIANS RESPONSIBILITY**

Parents have the responsibility to:

1. Ensure that their child complies with district and school policies, rules, and regulations.
2. Assist their child to attend school well groomed and dressed appropriately.
3. Communicate regularly with the school concerning their child's academic progress and conduct.
4. Provide for the physical needs of the child.
5. Participate in parent-teacher conferences and other activities in which their child is involved.
6. Cooperate with and support the teachers and the school administrators in their efforts to achieve and maintain a quality school system.
7. Discuss report cards and classroom assignments with their child.
8. Inform the school of any problems or conditions in the home which affect the child.
9. Provide a work area free of interruption where their child may study and do homework.
10. Maintain up-to-date home, work, and emergency telephone numbers at the school.
11. Prepare the child emotionally and socially to be receptive to learning and discipline.
12. Encourage the child to develop proper study habits at home.
13. Send their child to school regularly and on time.
14. Teach their child to respect authority.
15. Insist that the child spend a minimum period of time studying each day.
16. Assist the child to assume responsibility for appropriate behavior and to accept the consequences of inappropriate behavior.
17. Cooperate with the school in assisting their child to grow into a self-disciplined, mature and responsible individual.

## **TEACHER RESPONSIBILITY**

Teachers have the responsibility to:

1. Provide an effective program of instruction.
2. Maintain an orderly classroom conducive to learning.
3. Serve as a model for students by showing respect for themselves, students, parents, and other school personnel.
4. Be in regular attendance.
5. Be punctual.
6. Communicate regularly with parents regarding their child's progress.
7. Maintain a well-groomed appearance and dress appropriately to serve as role models for students.
8. Show a genuine interest and concern for the welfare of students.
9. Assist students to follow the rules of expected behavior.
10. Teach students responsibility for their actions by enforcing the rules of conduct and discipline fairly and appropriately for those students who violate these rules.
11. Recognize growth, success, and achievement of students.
12. Obey district and school policies and regulations.
13. Teach to the standards of performance required by the district.
14. Establish rapport and an effective relationship with parents, students, and other staff members.
15. Encourage work habits that will lead to the accomplishment of both short-term and long-term goals.

## **ADMINISTRATIVE RESPONSIBILITY**

Administrators have the responsibility to:

1. Establish a climate for learning that is conducive to good teacher performance and maximum student growth.
2. Provide appropriate support for teachers in dealing with students who are sent to the office for behavior inappropriately.
3. Implement a flexible curriculum within the limits provided by the district and the state to meet the needs of all students.
4. Promote effective training and discipline based on fair and impartial treatment of all students using the SCOC as a reference point.
5. Encourage parents to keep in regular communication with the school and encourage parental participation in required parent-teacher conferences.
6. Develop a cooperative working relationship among staff and students.
7. Assist students by providing appropriate assistance in self-discipline.
8. Assume responsibility and instructional leadership for discipline and for evaluation for the discipline management plan.
9. Ensure students' safety through maintenance of the school grounds.
10. Work to assure that the physical surroundings are conducive to a learning environment.
11. Manage human and physical resources in a manner that supports the overall goals of the educational program.
12. Appear at school in a well-groomed and appropriately dressed manner.

## **ATTENDANCE POLICY**

We believe that attendance is essential to show that learning is taking place. Ninety percent (90%) attendance over the course of a marking period is currently the norm to be eligible for credit in a subject. If attendance falls below 90%, eligibility in the program will be in jeopardy. If the student misses more than three days in a given marking period, the student will receive a "no credit" in all classes in which attendance exceeds three unexcused absences. A student is expected to bring a written explanation signed by a parent, doctor or other official within three days of the student's return in order to excuse the absence.

If students choose to leave the site, the students are not expected to return that day, unless approved by the program administrator. Students who are late returning from court hearing or attendance court will be marked absent for the remainder of the day.

## **APPEALS PROCESS**

Students and parents have the right to appeal teaching and administrative decisions when they believe that decisions are unjust or have not followed proper procedures. When unusual circumstances exist concerning absences not covered by the above rules, parents should contact the campus administrator. Upon notification of the failure to meet the attendance policy, the student/parent(s)/guardian(s) have five (5) days to file a written appeal to the campus administrator. The administrator reserves the right to use discretion in all situations regarding the attendance policy and will make every attempt to see that the attendance is applied fairly and consistently for all students. Students who lose credit by going beyond ten (10) absences in a class may make up the days by serving Saturday school after filing their written appeal. If they fail to serve the Saturday school assignment, they will lose the opportunity to earn credit those classes.

## **COMPULSORY ATTENDANCE**

Parents/Guardians of ALL students must notify the school whenever it is necessary for a student to be absent, to arrive late, or to be dismissed early. Any absence not reported or verified by the parent/guardian within three days after a student returns to school may count as an unexcused absence. A student absent for an extended period of time due to illness (two days or longer) may be required to provide medical documentation.

## **EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE**

Accepted excused absences include: illness of student; medical, dental, optometry, psychiatric, death in the immediate family; justifiable personal reasons, such as court appearances, observance of religious holiday or ceremony, attendance at a religious retreat, or if the student is the custodial parent of a sick child; and any pre-approved absence requested in writing by the parent that is consistent with policy and approved by the administrator.

## **UNEXCUSED ABSENCES**

Absences for all other reasons are unexcused and shall be treated as truancy. Oversleeping, car/transportation problems, baby sitting, work, job interviews, running errands for self or parents, etc, are not excused absences.

## **ABSENCE VERIFICATION**

To verify an absence, the school shall require for the parent/guardian the following information: pupil's name, name of person and relationship of person verifying the absence, date of absence (verification), and reason for absence. An absence may be verified through a phone call and a note from the parent/guardian.

## **CHECKING OUT/ILLNESS at SCHOOL**

The school is liable for students during the school day, therefore, students leaving during the school day for any reason must check out with the campus administrator. Any student who becomes ill at school and must go home shall report to the administrator's office. The school will contact the parent/guardian to arrange transportation.

## **TARDINESS**

A tardy is defined as being late without a valid excuse at any time during the school day. Detention time and make-up work will be assigned to classroom students for tardiness. If a student is not present within 30 minutes to the start of class, he/she is considered to be either truant, absent, or tardy, and the parent will be notified.

## **MAKE-UP WORK**

Classroom students who have an absence or tardy will be required to complete missed assignments. This also applies to out-of-school or in-school suspension. It is the student's/parent's responsibility to contact his/her teacher(s) within a reasonable time frame to make arrangements for making up missed assessments, tests, etc.

## **INTERVENTIONS for TRUANCY**

**Determining Reason for Absence:** The teacher or paraprofessional will contact the parent/guardian each day a student is absent to determine if the absence is excused or unexcused. If school staff cannot confirm an excusable absence, they will contact the probation department (if applicable).

- **Two Unexcused Absences:** The attendance clerk will submit a **Special Services** report. The report is signed by the administrator and mailed to the parent/guardian, district office, and probation officer (when applicable).
- **Five Unexcused Absences:** Attendance clerks will complete and submit a second truancy report. The report is signed by the administrator and forwarded to the attendance clerk, district office, and probation officer (when applicable). The parent/guardian will receive a copy of the truancy report and a letter from the administrator **requiring a conference with both the parent and the student**. District personnel and the probation officer (when applicable) will be invited to attend this conference. During this conference, parents and students will be notified of compulsory attendance laws and the attendance process.
- **Eight Unexcused Absences:** Attendance clerks will complete and submit a **WARNING NOTICE to PARENTS**, as per FEA (**LOCAL**) which states:
  - The District shall notify a student's parent in writing at the beginning of the school years that, if the student is absent from school on ten or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period, the student's parent is subject to prosecution under Education Code 25.093, and the student is subject to prosecution under Education Code 25.094 or to referral to a juvenile court in a county with a population less than 100,000.
- **Ten Consecutive Absences:** As per FEA (**LOCAL**)
  - The District may initiate withdrawal of a student under the age of 18 for nonattendance under the following conditions:
    - The student has been absent ten consecutive school days; and
    - Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful
    -

## STANDARDIZED DRESS CODE

While students at the AEP are not required to wear a **uniform**, they will be required to adhere to the standardized dress code. Any student who reports to the AEP out of compliance with the prescribed standardized dress code will not receive credit for meeting the criterion of being "In Dress Code" for the first monitoring period. Parents will be notified of the violation and students will be expected to change into the proper attire.

Provided the student promptly complies with and remains in dress code compliance, credit can still be earned for this criterion for other monitoring periods that day by complying with all other school rules and staff instructions. Credit for this criterion cannot be earned for any monitoring period during which the student is out of dress code compliance.

The standardized dress code consists of:

### TOPS

1. Acceptable tops are polo, and button-down shirts with collars. Manufacturer's logos/trademarks are not allowed. All shirts must be of one solid color, and **MUST** be tucked inside pants for both boys and girls. T-shirts shall not be worn as tops. Dresses must be in solid color.

## **BOTTOMS**

2. Acceptable bottoms are pants, slacks, skirts, Capri pants, walking shorts, and jumpers. Bottoms that were manufactured to be worn with belts shall be worn with belts properly affixed in grades 2<sup>nd</sup>-12<sup>th</sup>. Jeans are not allowed except as stated below.

## **SPIRIT DAY**

School spirit-shirt and blue jeans may be worn on designated days (Friday) with shirts tucked in and belted.

Compliance with the standardized dress code is expected every day including the first day at the campus. Students who are new to the campus or students with extenuating circumstances will be expected to be in compliance after a reasonable grace period.

**The intent of this dress code is to instill discipline.**

1. Any clothes that are suggestive, indecent or which cause distraction are prohibited, including, but not limited to: tank tops, muscle shirts, halter-tops, spaghetti straps, exposed backs or midriffs, mini skirt. Shorts, skirts, skorts, and jumpers/dresses must be no shorter than two (2) inched above the knee. Slits on garments shall be no more that 2 inches above the knee.
2. Indecent/inappropriate patches, writing, or drawings are prohibited on clothing, purses bags, backpacks, personal belongings and on body. Clothing with inappropriate advertising or statements that are lewd, offensive, vulgar, obscene, or inflammatory, (i.e. alcoholic beverages, sex, tobacco, drugs. Gangs, etc.) are also prohibited.
3. Over-sized clothing shall not be worn to school. For example, "baggy" or "sagging" pants are prohibited. All pants shall be worn at the waist. Tight-fitting pants (i.e. tights, bicycle pants, spandex) are also forbidden. Extra-long belts are prohibited. Belts must be put through the belt loops on the pants.
4. No hats or head coverings (i.e. scarves, bandannas, hooded sweaters) of any kind are to be worn or brought to school unless approved by the school principal for a special occasion or program.
5. Unless there is documented medical justification, no sunglasses are to be worn in the building.
6. Heavy, full-length outerwear, such as "duster" and trench coats are prohibited from being worn in the building.
7. Shirts must be tucked in and belt loops must be visible at all times.
8. Dangling chains are prohibited. This includes chains attached to wallets, footwear, and backpacks.
9. Visible body piercing jewelry is prohibited, except for ear piercing.
10. Gang related attire is prohibited.
11. Skate shoes are prohibited; steel or hard plastic toe boots are not allowed. Flip flops are not allowed.
12. Extreme makeup and styles of dress, jewelry, or hair will not be permitted. All hair styles should be such that hair will remain groomed and not demand constant attention.
13. Hickies are not allowed.

14. Tattoos must be covered at all times.

Violations of these provisions of the standardized dress will result in confiscation of prohibited item(s) for release to the parent or guardian. Items must be claimed within five (5) school days to ensure their safe return. Items left for an extended period of time will be considered abandoned and will be donated to charity.

The above information is subject to change as new trends in gang related activities or other societal clothing concerns need to be addressed. Final determination of acceptable dress or grooming rest with the AEP principal and cannot be appealed. The standardized dress code supplements the CCISD's dress code for the duration of a student's assignment to the AEP.

Parents will be notified should their child arrive at school and not be in compliance with the school's standardized dress code.

## **BEHAVIOR AND DISCIPLINE**

Crystal City ISD has adopted a Student Code of Conduct. Its purpose is to:

1. Describe behavior that promotes a positive environment for learning.
2. Describe behavior that is expected of all students.
3. Describe specific examples of student misbehavior.
4. Define consequences that may be imposed for student misbehavior.
5. Provide for district-wide uniformity in dealing with student discipline.
6. Define the rights and responsibilities of each member of the school community in establish and maintaining good discipline at district schools.
7. Communicate policies of the Board of Trustees regarding appropriate student behavior.

## **STUDENT CONDUCT**

The overall AEP program is designed to support its behavior management system. Features of the program that are unique to the AEP are:

1. trained and certified faculty to work with a special student population,
2. low teacher to student ratios for maximum supervision, support, and guidance,
3. self-contained classrooms,
4. experienced instructional assistants to support teachers and students,
5. discipline level systems, and
6. teachers assigned for personal monitoring of the student's progress during daily advisory periods.

The AEP requires reasonable order and classroom decorum. Necessary steps are required to protect the best interest of staff and students, and the educational climate of the AEP.

The conduct of students shall be that which contributed in positive and constructive way to the improvement and development of the learning situation in which the school in involved. Students shall be held responsible for their conduct at the AEP.

The AEP students will abide by the laws of the federal government, the city of Crystal City, and the policies and regulations of the CCISD.

Any student who comes to the AEP campus after having consumed alcohol, marijuana, hallucinogenic drugs or narcotics of any kind is subject to severe disciplinary action.

Abusive or vulgar language or actions are never appropriate and are subject to disciplinary action.

Disruption of the school process will not be tolerated. Any student who participates in any form of disturbance will be subject to disciplinary action.

Possession of lighters and matches/cigarettes are also prohibited at the AEP. These items will be confiscated and destroyed. Citations will be issued for possession of tobacco products. Any weapon or item that may be considered dangerous to students will be confiscated and the student in possession will be subject to severe disciplinary action.

## **RULES FOR BEHAVIOR**

The responsibility for maintaining a school environment that maximizes learning opportunities and minimizes distractions rests with the AEP administrator and his/her staff. When distractions or disruptions do occur, the AEP administrator is authorized to take the necessary steps to correct any interruptions of the normal educational activity.

1. Defiance of authority is the refusal to follow specific direction from a staff member. Indicator of defiance may be by verbal or active means.
2. Disorderly conduct is defined as any activity in which a student engages that tends to impede orderly classroom procedures or instructional activities, orderly operation of the school or the frequency or seriousness of which disturbs the classroom or school.
3. Disruptive conduct is defined as those activities engaged in by student(s) which are directed against persons or property and the consequences of which tend to endanger the health or safety of the student or others in the school. Some instances of disruptive conduct may overlap certain criminal offenses, justifying both administrative sanctions and court proceedings.
4. Fighting is defined as mutual combat between two people. Exit from program shall be recommended for any occurrence where more than two individuals are involved.
5. Absent from school without valid excuse 3 days, or tardy greater than 30 minutes three times.

## **DISCIPLINE FOR SPECIAL EDUCATION STUDENTS**

Students identified as disabled pursuant the Individuals with Disabilities Education Improvement Act (IDEA) will be disciplined in accordance with federal and state law as set forth in the Special Education Standard Operating Guidelines and procedures developed by the administration.

## **CLASSROOM RULES**

1. Students will address teachers and all adults on site by their titles (Mrs., Mr., Ms., etc.) and will respectfully listen to and follow specific directions that are given.
2. Students enrolled at the AEP are not allowed on the campus of any other school without the permission of that school's administration.
3. Students must get permission from their classroom teacher before leaving the classroom or the campus during school hours.
4. Students who sleep in class may be sent home and counted as truant.
5. Backpacks are not allowed on campus.
6. Students will not be allowed to smoke along the street leading to the AEP.
7. Electronic devices, including cell phones, laptops, tablets, etc., are allowed in the program; however, all devices must be turned off during the school day. Violation of this policy will result in the device being confiscated and will not be returned to the student or parent until a \$15.00 confiscation fee is paid in full.

8. The CCISD AEP is not responsible for the loss, theft, or damage of personal items brought to school by students. Students bringing personal items to the campus are responsible for the care and safekeeping of such property. Students are encouraged to leave valuables at home.
9. No outside literature should be brought to the campus without prior approval from the student's teacher.
10. Students are expected to follow specific site procedures with regard to consequences of tardiness, arriving after the designated start time of the campus, etc.
11. Students in the AEP program are subject to immediate disciplinary measures as per Chapter 37: Education Law and Order.

## SUSPENSIONS

The intent of the suspension policy and procedure is to provide for the safety of the student(s) involved, other students, and staff; protect the integrity and environmental conditions of our educational programs and support areas (i.e. classroom, offices, and other work areas); and protect the due process rights for students, parents, and staff.

The suspension of a student should occur only for reasons in Chapter 37: Education Law and Order and the Student Code of Conduct. In situations involving progressive discipline measures, suspension should be a final recourse. The maximum suspension implemented by the AEP administrator is for three consecutive days.

## CLASSROOM SUSPENSION PROCEDURES

### Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting the form of a routine referral or a formal removal.

### ROUTINE REFERRAL

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

### FORMAL REMOVAL

A teacher or administrator **may** remove a student from class for a behavior that violates this SCOC to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The AEP administrator shall give the student an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- another appropriate classroom,
- in-school suspension,
- out-of-school suspension, or
- DAEP.

#### **CLASSROOM SUSPENSION PROCEDURES**

1. The staff will escort the student to the AEP administrator's office. The teacher will complete a disciplinary referral form for students being recommended for removal.
2. The student will be given the opportunity to prepare a written statement in response to the removal.
3. The staff will contact the parent/guardian to inform him/her of the removal and to determine how the student is to leave campus.
4. If the parent cannot be contacted, the student will remain in the administrator's office until 30 minutes after his/her school day has ended.
5. If the parent or guardian gives permission for the student to leave campus, the staff will note that information on a **PARENT CONTACT LOG** located in the administrator's office.
6. If a parent conference is required, the parent and the student must be present before the student can return to school. The AEP administrator will attend this conference if requested by either party, or if the administrator determines his/her presence is appropriate.

#### **ADMINISTRATIVE STUDENT SUSPENSION PROCEDURES**

1. A staff member will escort the student to the administrator's office and notify the administrator.
2. The teacher will give the administrator, police officer, or probation officer (when applicable) on site a disciplinary referral form that details behavior interventions attempted. If the situation persists, the student will be asked to write or state his/her perspective of the incident.
3. If the student is disruptive or uncooperative in the office, additional days of suspension may be given. If the student continues to be disruptive or disorderly, campus police officers will be contacted to have the student removed from the campus.
4. The administrator will contact the parent/guardian/probation officer (when applicable) to inform him/her of the suspension and to determine how the student is to leave the campus.
5. If the parent cannot be contacted, the student will remain in the administrator's office until 30 minutes after his/her school day has ended.
6. If the parent/guardian gives permission for the student to leave the campus, the administrator or the probation officer (when applicable) will note that information on the **PARENT CONTACT LOG** located in the administrator's office.
7. The administrator will contact the parent/guardian/probation officer (when applicable)/teacher (and others as needed) to attend a conference before the student may return to school.

## REPORTS TO LOCAL LAW ENFORCEMENT

The AEP administrator or a person designated by the AEP administrator shall notify the CCISD police department if he/she has reasonable grounds to believe that any of the following activities occur in school, on school property, or at a school sponsored or school related activity on or off school property, whether or not the activity is investigated by the school police officers:

1. Conduct that may constitute an offense listed under Section 8 (2) Article 42.18, Code of Criminal Procedures;
2. Deadly conduct under Section 22.07, Texas Penal Code,
3. A terroristic threat under Section 22.07, Texas Penal Code,
4. The use, sale, or possession of a controlled substance, drug paraphernalia, or marijuana under Chapter 481, Texas Health and Safety Code;
5. The possession of any of the weapons or devices listed under Sections 46.01 (1) – (14) pr. Section 46.01 (16), Texas Penal Code,
6. Conduct that may constitute a criminal offense under Section 71.02, Texas Penal Code.

**Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceedings.**

## CRYSTAL CITY POLICE DEPARTMENT

The CCISD Police Department works closely with the surrounding police departments to assist all CCISD schools and functions. The CCISD Police Department investigates acts that would be considered a violation of the law or harmful to CCISD schools or students. CCISD police officers are commissioned and have the authority to arrest violators of the law both on and off District property. They may also issue citations for violations of the **Texas Penal Code**.

## USE OF TRAINED DOGS

Trained dogs' sniffing of cars and lockers does not constitute a search under the Fourth Amendment. The alert of a trained dog to a locker, vehicle, or any personal item not in the student's immediate possession provides reasonable cause for a search reasonably reliable in indicating that contraband is currently present.

## INTERROGATION AND SEARCHES

Administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

When law enforcement officers or other lawful authorities wish to question or interview a student at the AEP, the following procedures will be followed:

- The AEP administrator 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.
- The AEP administrator will make reasonable efforts to notify parents unless the interviewer raises what the AEP administrator considers to be a valid objection.

- The AEP administrator ordinarily will be present during the interviewing/questioning unless the interviewer raises what the AEP administrator considers to be a valid objection.

## **DESKS/CUBICLES**

Desks, lockers, and similar items are the property of the District and are provided for student use as a matter of convenience. Lockers and desks/cubicles are subject to be searched for inspection by District administrators. Searches or inspections may be conducted at any time and without notice. Students shall be held responsible for any prohibited items found in their desks or lockers.

## **SEARCHES OF STUDENTS**

Students shall be free from unreasonable searched and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent. Coercion, either expressed or implied, such as threatening to contact parents or police, invalidates apparent consent.

A search is reasonable if it meets both of the following criteria:

1. The action is justified at the inception; i.e. the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation.
2. The scope of the search is reasonably related to the circumstances that justified the search in the first place; i.e. the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

## **STUDENTS TAKEN INTO CUSTODY**

Under the following circumstances, State law requires the AEP 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, and
- by a probation officer, if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

## **SUPPORT SERVICES**

### **BREAKFAST AND LUNCH PROGRAM**

Depending on which session students attend, breakfast and/or lunch will be provided for all students. During the intake conference, each student will place both their breakfast and lunch orders for the duration of their enrollment in the AEP program. Students will eat their breakfast and lunch in the classroom. Breakfast and lunch are free for all Crystal City ISD students. Meals are delivered from the CCISD's main kitchen. The AEP is a part of the National Lunch Program and offers free and reduced priced meals based on a student's financial need. If the student qualified for free or reduced lunch on his or her home campus, he or she will also qualify at the AEP.

Students are not allowed to bring any food item into the AEP; food deliveries are also not allowed. Glass containers, open drinks, or sodas are not allowed at the AEP.

## **ADMINISTRATION OF PRESCRIBED MEDICATION FOR STUDENTS**

During the regular school day, any student who is required to take medication prescribed by his/her physician may be assisted by a designated school nurse, if the AEP receives a form that is completed by the parent and physician detailing the method, the dosage, and the time medication is to be administered. Medication must be supplied by the parent in the original container, clearly labeled with the student's name, medication, dosage, and directions.

## **COOPERATION IN CONTROL OF COMMUNICABLE DISEASE AND IMMUNIZATION OF STUDENTS**

The governing board of any school district must cooperate with the local health officers in measures necessary for the prevention and control of communicable diseases in school-age children.

## **MEDICAL SERVICE AND EMERGENCY CARDS**

A student who takes prescription medicine during the school day must provide a written request from his/her parent, and the medicine in its original, properly labeled container. This container must be turned in to AEP administrator at the beginning of the school day and will be in a locked area. The home campus nurse will administer the prescribed medication as called for in the container. The student will be supervised to assure that the medicine has been taken as directed. The AEP requests that medication be taken at home when feasible.

Over-the-counter medications are not allowed at the AEP. Because the AEP conducts searches from time to time, students are not encouraged to carry any of these illegal substances on to school grounds. As per the District's SCOC, students shall not:

- abuse over-the-counter drugs,
- be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties and/or,
- have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Students who are in possession of an illegal, prescription, and over-the-counter drugs will be suspended or expelled from the AEP depending on the intent of the possession.

For the protection of the health and welfare of all students, parents of a student enrolled in the AEP shall provide current emergency information to both the AEP and the school of attendance. This emergency information consist of the home address and telephone number, business phone number, and the name, address, and phone number of an emergency contact authorized to care for the student if the parent cannot be reached. This data must be kept updated when changes occur.

The emergency data card lists only the persons authorized by the parents to take control of a student and/or authorize a student to leave campus. No person is allowed to remove a student form campus that is not designated by the custodial parent/guardian.

## **STUDENT RECORDS**

AEP students must have the following records on file (home campus):

- MPP Card
- Emergency Health Card
- Lunch Application
- Special Education information and Psychological Files
- Academic Files
- Placement at a Juvenile Justice Center

## **VISITOR GUIDELINES**

The following procedures are implemented for parents/visitors in order to provide safety, security, and confidentiality for students at the AEP.

1. All parents and visitors are required to be cleared by the Administration and indicate the reason for visiting the campus. Proper identification is required. Parents/Visitors are also required to sign out prior to leaving the campus. Upon signing-in, all parents/visitors should receive a Visitor's pass. The AEP is a closed campus and all visits must be scheduled. Visitors are required to give a 24 hour notice of their request.
2. All visitors must wear a name tag or identification card provided by AEP. The name tag must be worn so it is clearly visible to all staff.
3. Classroom observations must be scheduled and approved by the AEP principal.

## **WITHDRAWAL FROM SCHOOL**

When it becomes necessary for a student to withdraw from school, parents/guardians/adult students need to report to the office and make the request with the registrar at the home campus. AEP students will remove all articles from their desk/cubicle and return all textbooks and any other items belonging to the AEP or home campus. Failure to return books will delay the student's transcript being sent to other schools.

Students who enroll in CCISD before completing an AEP assignment in a prior Texas district shall complete the assignment upon enrollment at CCISD, unless otherwise determined by the home campus.

## **TRANSPORTATION**

Students assigned to the AEP will not be permitted to drive their vehicles to school. Should exceptional circumstances exist, these must be discussed with the AEP administrator, who may make special arrangements at his/her discretion.

Transportation to and from the AEP is the responsibility of the students' parent /guardians. Transportation will not be provided unless mandated by an ARDC decision or if the AEP is located more than ten (10) miles from the student's residence.

## **SPECIAL EDUCATION**

The Crystal City ISD Alternative Education Center serves Special Education students when the Individual Educational Program (IEP) team recommends placement in either the AEP or DAEP. Upon placement, it will be the responsibility of the CCISD Alternative Center to comply with the student's IEP.

## **SPECIAL EDUCATION PLACEMENT IN THE CCISD ALTERNATIVE EDUCATION CENTER**

Before enrolling a Special Education student in the program, the placing home campus must first complete a change of placement Annual, Review, and Determination (ARD) meeting. The AEP/DAEP administrator must be notified of the ARD and must have the opportunity to attend the ARD or send a representative.

## **NONVIOLENT CRISIS INTERVENTION (NCI)**

Each staff member at the AEP has been trained in the techniques of Nonviolent Crisis Intervention (NCI), and they are updated each school year. NCI is a program designed to focus on the management and welfare of disruptive, assaultive, or out-of-control individuals (that could cause danger to self or others). Permission is granted for the staff to restrain the child in the event he or she becomes a danger to self or others.

The two parts to NCI are preventive and therapeutic physical intervention. In the preventive technique the following methods can be used:

- Nonverbal to prevent acting out behaviors;
- Verbal for de-escalation of verbal acting out;
- Physical personal safety to avoid student or staff injury if the behavior escalated to physical levels.

In physical intervention the following methods can be used:

- Team intervention strategies;
- Physical control when necessary;
- Post-intervention after acting out behavior has occurred.

These methods are designed to be effective and safe for defusing out-of-control individuals.

## **SUPPLIES**

The required supplies for each student assigned to the AEP will be provided by the AEP.

## **TEXTBOOKS**

All textbooks are the property of the State of Texas. The use of state-owned textbooks is the right of every child in Texas, but this right carries with it the basic responsibilities of proper use and good care.

Students will be issued a textbook for each subject they are taking if a textbook is needed. The book will have a number, and it is the responsibility of the student to take excellent care of the textbook(s). Any damage to books will result in a fine. If a student is unable to locate or return any textbook, he/she will be required to pay for it before a second textbook is issued.

CCISD utilizes a bar code tracking system for textbooks. When textbooks are checked out, a link is established between the textbook and the student. When a textbook is turned in, credit will be given to the student who the textbook was originally issued to. If the bar code is unreadable, the student returning the textbook will be liable for the full price of the text book.

Students should know where their books are at all times. It is poor practice to permit other students to borrow textbooks, especially since students are responsible for the condition of their own books and any damage which may occur.

Calculators which are issued to students for their personal use are District property. If a calculator is damaged or lost, the student is responsible for the repair or replacement fee.

## **CHILD ABUSE**

Child abuse means a physical injury which is inflicted on a child by other than accidental means by another person. Child abuse includes the sexual abuse of a child. Child abuse can also mean neglect of a child. Child abuse does not mean a mutual fight between minors. By law, all instances of suspected child abuse must immediately be reported to the local Child Protective Services (CPS) or Police Department. A written report must be submitted within 24 hours of receiving information of the incident. Any person reporting a known or suspected instance of child abuse shall not incur civil or criminal liability as the result of any report unless it can be proven a false report was deliberately submitted. All reports shall be confidential.

## **HARRASSMENT**

Harassment of students is prohibited and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment including employees. Harassment is defined as inappropriate conduct that is repeated enough, or serious enough to negatively impact a student's educational, physical or emotional well-being. This would include harassment based on any of the legally protected characteristics such as sex, race, color, national origin, religion, height, weight, marital status, or disability. This policy also includes stalking, bullying, name-calling, taunting, hazing and other disruptive behaviors. Sexual and racial/cultural harassment includes, but is not limited to, any unwelcome or unwanted sexual advances or any other verbal, written or physical conduct of sexual advances or other verbal, written, or physical conduct of a sexual nature that is unwanted or unwelcome to a student or staff member. Racial/Cultural harassment includes, but is not limited to, racial slurs, degrading remarks and comments of an inflammatory nature. Students who are harassing other students or staff will face progressive suspension or may face expulsion/exit from program.

## **CONTACTING AEP STAFF**

There is a telephone in each classroom for staff use only. Students are not allowed to receive calls while in class; however, our teacher's emails are listed below:

[dina.briones@crystalcityisd.org](mailto:dina.briones@crystalcityisd.org)  
[norberto.cardona@crystalcityisd.org](mailto:norberto.cardona@crystalcityisd.org)  
[cassandra.mata@crystalcityisd.org](mailto:cassandra.mata@crystalcityisd.org)  
[isidro.rios@crystalcityisd.org](mailto:isidro.rios@crystalcityisd.org)  
[jesse.tapia@crystalcityisd.org](mailto:jesse.tapia@crystalcityisd.org)

# Crystal City Independent School District

501 N. Ave. C - Crystal City, TX 78839 - 830.374.2341 Ext 278/279

[dina.briones@crystalcityisd.org](mailto:dina.briones@crystalcityisd.org)

## ***CCISD Alternative Education Center Alternative Education Program Student and Parent Application Behavior and Discipline***

NAME: \_\_\_\_\_

PHYSICAL ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP CODE: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_ STUDENT'S AGE \_\_\_\_\_ DOB \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

We request that \_\_\_\_\_ be considered for enrollment in the CCISD Alternative Education Program (AEP). We understand that a student and parent questionnaire are part of the application process and must be completed and returned with this request.

We understand that all applications will receive careful consideration, but because of limited class size, not all eligible applications will be enrolled immediately.

We understand that if \_\_\_\_\_ is eligible for enrollment in the AEP an intake, involving participation of the parent/guardian and student, and the AEP administrator will be scheduled at which time the requirements of the program will be explained in detail and our questions will be answered.

We understand that upon \_\_\_\_\_'s decision to enter the program, all involved parties will be asked to sign a formal contract acknowledging acceptances of, and agreement to, the program requirements.

Student's Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date of Application: \_\_\_\_\_