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Mission

We prepare every student with the knowledge and skills to thrive in college, career, and life.

Vision

We are Austin's home for inclusive learning: high expectations for all children, high outcomes for every student.

Values

Parents as Partners

rules may be listed in the campus student handbooks or posted in classrooms and may or may not constitute violations of the Code.

When disciplinary consequences require a conference or hearing, the Campus Behavior Coordinator or principal will make valid attempts to inform the student and the student's parent/guardian of the time and place of the conference or hearing. The district may hold the conference or hearing regardless of whether the student, the student's parent/guardian or another adult representing the student attends. (See Notification on page 19.)

Discipline Authority

School rules and the district's authority to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities. The district has disciplinary authority over a student:

During the regular school day, when the student is within 300 feet of the school's real property boundary line, and while the student is going to and from school on district transportation.

During lunch periods in which a student is allowed to leave campus.

While the student is in attendance at any school-related activity, including summer school, regardless of time or location.

For any school-related misconduct, regardless of time or location.

When criminal mischief is committed on or off school property or at a school-related event.

When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.

When a student engages in cyberbullying, as provided by Education Code 37.0832

When the student commits a felony offense in the community, as provided by the Texas Education Code.

Pursuant to any code of conduct adopted at the campus level relating to participation in a student club, organization or extracurricular activity.

For certain mandatory DAEP and discretionary expulsion offenses, within 300 feet of school property as measured from any point on the school's real property boundary line.

For any mandatory expulsion offense committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas.

When the student is required to register as a sex offender.

Campus Behavior Coordinator (CBC)

As required by law, a person at each campus must be designated to serve as the CBC. This person may be the principal of the campus or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline.

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy (FFB) and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Student Code of Conduct.

The principal or campus behavior coordinator and other school administrators as appropriate, in addition to disciplinary consequences, shall report misdemeanor and felony offenses committed on campus, to the appropriate law enforcement agency, as required by law (Education Code 37.015).

Searches

During the 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.

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A student may be removed from class and placed in a disciplinary alternative education program or expelled (Section 37.0052) if the student engages in ÒBullyingÓ or ÒCyberbullyingÓ as defined in Section 37.0832 that encourages a student to commit or attempt to commit suicide; or incites violence against a student through group bullying; or releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

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

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Pornographic materials.

Published or electronic material designed to promote or encourage illegal behavior or that could threaten school safety; this includes e-mail or Web sites used at school to encourage illegal behavior or threaten school safety.

Glue or aerosol paint containing volatile chemicals and/or able to be abused.

Alcoholic beverages (includes consumption before arriving at or while on school premises); committing a serious act or offense while under the influence of alcohol.

Medicine available without a prescription in a manner inconsistent either with the medicine's intended use as indicated on the manufacturer's labeling or with district policy concerning the handling of such medicines.

Prescription or over-the-counter drugs taken in violation of district policy [[FFAC \(Legal\)](#), [FFAC \(Local\)](#)].

A student's own prescription drugs when given to another student or possessing or being under the influence of another person's prescription drug.

Drug paraphernalia.

Look-alike drugs or items imitating or mimicking drugs and contraband.

Matches or lighters.

Tobacco products, including cigarettes, cigars, cigarillos, dissolvable tobacco products, traditional smokeless tobacco products including chewing tobacco and moist snuff

Behaving in a manner that contains the elements of an offense: relating to the abuse of glue or aerosol paint or relating to volatile chemicals; of public lewdness; of the offense of indecent exposure.

Engaging in conduct that contains the elements of the offense of harassment under Section 42.07(a)(1), (2), (3), or (7), Penal Code, against an employee of the school district.

In addition, a student must be placed in a DAEP if the student:

Engages in conduct that contains the elements of the offense of retaliation against any school employee, regardless of where or when the conduct occurs. (The Code's Expulsion section addresses committing retaliation in combination with another expellable offense.)

Engages in "Bullying" as defined in Section 37.0832 that encourages a student to commit or attempt to commit suicide; or incites violence against a student through group bullying; or releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Makes a terroristic threat; false alarm or report (see glossary) (e.g., bomb threats).

Is ordered by a juvenile court to attend a district DAEP as a condition of probation (pertains to unexpelled students).

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

- o Placed on deferred prosecution (see glossary) by Juvenile Court for conduct defined as aggravated robbery or a felony in Title V of the Penal Code (Title V includes both misdemeanor and felony offenses "against the person");
- o Found to have engaged in delinquent conduct (see glossary) for aggravated robbery or a felony as specified by Title V of the penal code;
- o Believed by the superintendent or the superintendent's designee to have engaged in aggravated robbery or conduct defined as a felony offense in Title V of the Penal Code.

A student under 10 years of age who engages in expellable conduct described in Section 37.007 shall receive educational services in the district's DAEP. A student under the age of six may not be removed to a DAEP (as described in 37.008) unless they commit a federal firearms offense.

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A student may also be removed from class and placed in a DAEP under Section 37.008 based on conduct occurring off campuses and while the student is not in attendance at a school-sponsored or school-related activity if:

The superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery or those defined in Title V of the penal code.

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

In addition, students may be removed from class and placed in a DAEP who are found to be:

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The Campus Behavior Support Teams (CBST) are required for students expelled for more than 20 days at the DAEP and JJAEP. The team must include parent or guardian, school counselor, campus behavior coordinator, classroom teacher, and any other personnel that know and support the student.

Every 20 days of the student's placement, the CBST must

- Review the student's disciplinary placement (behavior, academic progress, and attendance)
- Make decisions about the student's return to home campus.
- Develop a transition plan to ensure a successful retry from DAEP to home campus.
- Document CBST reviews and transition plans in eCST.

If the student was removed for an assaultive offense against the teacher, the student may not be returned to the classroom of the teacher who removed the student without the teacher's consent, unless the Placement Review Committee determines that this is the best or only available alternative.

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For placement in a DAEP to extend beyond the end of the school year, the principal or other appropriate administrator must determine that the student's presence in the regular classroom or campus presents a threat to the safety of other students or employees, or that long term placement is in the best interest of the student.

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of the placement.

Students whose removals continue into the next school year are not prohibited from attending summer programs unless the campus principal determines that the student presents a threat to the safety of students or employees.

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In situations that the principal or an appropriate administrator consider to be emergencies, the principal may order the immediate placement of a student when a student is so unruly, disruptive or abusive that the student's presence seriously interferes with the teacher's ability to communicate effectively with the students in a class, the ability of the student's classmates to learn, or the operation of school or a school-sponsored or a school-related activity. As required by law, the student will be given the appropriate conference required for DAEP placement within ten days.

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The district will decide on a case-by-

III. Placement and/or Expulsion for Certain Serious Offenses

This section includes two categories of serious offenses for which the Texas Education Code provides unique procedures and requires specific consequences.

A. Registered Sex Offenders

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

If the student is under any form of court supervision, including probation, community supervision or parole, the placement will be in either a DAEP or JJAEP for at least one semester (the equivalent of one semester is 87 school days).

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

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

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At the end of the first semester of a student's placement in a DAEP or JJAEP and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene the Campus Support Team, in accordance with state law, to review the student's placement. The committee, whose membership will include the appropriate associate superintendent or designee, will recommend whether the student should return to the regular classroom or remain in placement. Absent a special finding, the board's designee, the General Counsel, must follow the committee's recommendation.

The Admission, Review and Dismissal (ARD) committee must review the placement of a student with a disability who receives special education services.

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

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A student or the student's parent/legal guardian may appeal the placement by requesting a conference among the board or its designee, the student and the student's parent/legal guardian. The conference is limited to the factual question of whether the student is required to register as a sex offender under Chapter 62 of the Texas Code of Criminal Procedures. Under this section, any decision by the board's designee, the Chief Officer for School Leadership or designee is final and may not be appealed.

B. Certain Felonies

Regardless of whether placement or expulsion is required or permitted due to one of the reasons in the DAEP or Expulsions sections, in accordance with Texas Education Code 37.0081, a student may be

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A student who enrolls in the district from another school district before completing a placement under

combined with one of the above -listed offenses on or off school property or at a school - related activity.

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Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See Behavior Subject to Removal to DAEP on page 22)

Offenses Engaged in at Any Location

A student may be expelled for:

Engaging in conduct that contains the elements of an offense under Section 22.01 of the Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) in retaliation against a school district employee or volunteer.

Engaging in bullying as defined in Section 37.0832 that encourages a student to commit or attempt to commit suicide; or inciting violence against a student through group bullying; or releasing or threatening to release intimate visual material of a minor or student who is 18 years

- o Conduct that contains the elements of the offense of deadly conduct (see glossary) under Section 22.05 of the Penal Code.

Engaging in any following offense if committed within 300 feet of the school's real property boundary line:

- o Aggravated assault, sexual assault or a aggravated sexual assault.
- o Arson (see glossary).
- o Continuous sexual abuse of a young child or disabled individual .
- o Felony drug or alcohol f-1 (u)1 (g)-1 (or)-2 (al)- Tc 29.477 0 Td (o)-dary li06pa(or)-2 (a)]TJ -0.0021 Tc
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regardless of whether the student, the student's parent/guardian or other adult representing the student attend s. Before an expulsion decision is made, the principal or other appropriate administrator serving as the designee must consider whether the student acted in self-defense, the intent or lack thereof at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, and a student's status in the conservatorship of the Department of Family and Protective Services or a student's status as a student who is homeless, regardless of whether the decision involves a mandatory or discretionary expulsion.

After the hearing, the campus administrator will make a written recommendation to the associate superintendent. The associate superintendent will make the decision to expel a student.

Students who are entitled to admission into AISD and are expelled from school will continue to be eligible to receive educational services in the Travis County Juvenile Alternative Education Program.

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Until a hearing can be held, the principal or other appropriate administrator may place the student in:

- Another appropriate classroom.

- A DAEP.

- Emergency expulsion for a period not to exceed ten school days.

- Out-of-school suspension.

- Student Support Centers (in -school suspension).

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After the hearing, notification of the principal's or other appropriate administrator's recommendation will be provided to the parent/guardian and associate superintendent in writing. The associate superintendent's decision will be provided to the parent/legal guardian in writing. The decision will include notice of the right to appeal the expulsion decision. If the student is to be expelled, not later than the second business day after the hearing, the Office of Discipline will deliver to juvenile court a copy of the order expelling the student and information required by Section 52.04 of the Family Code.

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State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or designee may modify the length of the expulsion on a case-by-case basis. Expelled students may receive educational services in the district's DAEP or the JJAEP. Students under the age of ten shall receive educational services in the district's Elementary DAEP.

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The district will decide on a case-by-

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V. Students with Disabilities

Protections for Students Not-yet-eligible

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct may assert any of the previous protections if the district has knowledge that the student was a student with a disability before the behavior that pr

included as appropriate to the student's disability (for example, a nurse or counselor), but will not contribute to the manifestation determination. The MD meeting is considered a re-evaluation of the student's disability/disabilities; the MD script guides the Committee through that process. Once completed, the 504 Committee must consider whether the student's behavior warrants additional evaluation, beyond that contained in the reevaluation meeting discussion. If the behavior is found to be a manifestation of the student's disability, AISD may not *implement a disciplinary action that constitutes a significant change in the student's placement*. If the behavior is not found to be a manifestation of the student's disability, the student may be removed for the same amount of time as a student without a disability.

Special conditions may apply; the student with disabilities may be removed to an appropriate

Special Circumstance: School personnel may remove a student to an appropriate interim alternative placement for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the student:

Carries a weapon to school or to a school function.

Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

The ARD committee shall determine the interim alternative education setting.

If the behavior is determined not to be a manifestation of the student's disability, disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities except that services during periods of the removal must be provided. If the school makes a disciplinary change in placement, within 10 school days after the change of placement, the school must [Section 37.004 (b) -10]):

1. Seek consent from the parent to conduct a functional behavior assessment, unless one has been done within the past year;
2. review any previous functional behavior assessment and/or behavior improvement plan; and
3. develop a behavior improvement plan or revise the existing one, as necessary.

When a student is removed from the current educational placement either because of special circumstance or because the behavior is not a manifestation of the student's disability, the ARD committee must determine educational services for a Free Appropriate Public Education (FAPE) which may be provided in an Interim Alternative Education Setting (IAES), so as to enable the child to continue to:

Participate in the general education curriculum, although in another setting;

Progress toward meeting the goals set out in the student's IEP;

Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

The ARD committee shall determine the interim alternative education setting.

After the tenth cumulative day of removal in a school year, the student must be provided educational services needed to receive a FAPE. Services must enable the student to: continue to participate in the general curriculum, although in another setting, and progress toward meeting the goals set out in the IEP.

On the date in which the decision is made to change a student's placement because of a code of conduct violation, the school must notify the parents/legal guardians of that decision and of all procedural safeguards.

Nothing in the Code shall be construed to prohibit the school district from reporting a crime committed by a student with a disability to appropriate authorities. When reporting a crime to authorities, the school

Supports for All Students

Character Education

Character education is the deliberate effort to help people understand, care about and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Here are some things we teach students, so they have good character in school and life. These traits should be modeled and maintained by adults and students.

Caring – Showing concern for the well-being of others.

Citizenship – Being an informed, responsible and caring participant in the community.

Courage – Doing the right thing in the face of difficulty and following the conscience instead of the crowd.

Honesty

- ' recognizing, positively managing, and reflecting on our emotions,
- ' developing caring and concern for others,
- ' establishing positive relationships,
- ' making responsible decisions, and
- ' handling challenging situations constructively and ethically.

When students develop SEL skills, they are less likely to engage in misconduct.

A school-wide, tiered framework of behavioral supports and interventions is essential to implementing progressive discipline. The goal of behavioral support is to foster resiliency, help students understand and follow school rules and support students in developing the skills they need to meet behavioral expectations.

Administrators, teachers, counselors and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parents/guardians.

If a student is having a hard time or has positive behavior support needs, there are lots of ways school staff can help. Intervention and prevention strategies include but are not limited to: Child Study Systems support and services that address personal and family circumstances; SEL; conflict resolution; peer mediation; collaborative negotiation; restorative circles; anger management; stress management; collaborative problem-solving; communication skills acquisition; the use of alternative instructional materials and/or methods; enrichment services; alternative class placement; development or review of functional behavioral assessments and behavioral intervention plans, which should be developed and/or reviewed as an early intervention strategy. If at any time, school officials suspect that a student's difficulties may be a result of a disability that may require special educational services, the student should be referred immediately to the CST.

Positive Behavior Supports

Understanding discipline as a "teachable moment" is necessary to a positive approach to discipline. Positive behavior supports use of incremental interventions to address inappropriate behavior with the goal of teaching prosocial behavior. Positive behavior support does not seek punishment. Instead, positive behavior support seeks accountability and behavioral change.

The goal of a positive behavior approach is to help students learn from their mistakes and not repeat negative behavior. This lets students:

- Know if they did any harm and what they could have done differently
- Take responsibility for their actions;
- ! Be given the opportunity to be empowered to participate in repairing harm
- Be given the opportunity to learn how to be a good friend and student while developing strategies and skills to use in the future; and
- Understand there is a progression of consequences if the behavior reoccurs.

School staff should make every reasonable effort to correct student behavior through guidance, interventions and other school-based strategies such as restorative practices.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying means 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 a school district's board or the board's designee, the principal or other appropriate administrator determines:

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;
2. Is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student; or
3. Infringes on the rights of the victim at school; and
4. Includes cyberbullying.

This conduct is considered bullying if it:

1. Interferes with a student's educational opportunities; or
2. Substantially disrupts the operation of a classroom, school, school-sponsored or school-related activity.

The school has discipline authority if bullying:

1. Occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property,
2. Occurs on a publicly- or privately-owned school bus or vehicle being used for transportation of student to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity.

Chemical Dispensing Device is a device designed, made or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. This category does not include a small chemical dispenser sold commercially for personal protection.

Child Study Team (CST) : All campuses have a CST led by an administrator or his/her designee. The purpose of the CST shall be to review student performance issues to provide and monitor interventions for students experiencing attendance, academic and/or behavioral challenges not effectively addressed with Tier I and Tier II supports. CSTs shall provide a student support plan to be used prior to a referral for additional assessment to determine eligibility for services such as special education. CSTs shall develop student intervention plans, monitor intervention effectiveness and document student progress through the eCST tool.

Club is an instrument specially designed, made or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, nunchucks and tomahawk are in the same category.

Controlled Substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or oegad> (o) ()Tj 8.0669 Tc 27.035 0 Tde60 Td ()Tj -te6 t

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vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed or sold as an e-cigarette, e-cigar or e-pipe or under another product name or description and a component, part or accessory for the device, regardless of whether the component, part or accessory is sold separately from the device.

eCST is an electronic tool to document supports, meetings and resources provided by the Child Study Team.

Elementary Disciplinary Alternative Education Program (EDAEP). It is a disciplinary setting for elementary students that have had a due process conference or hearing and are removed or expelled from the traditional school setting.

Equity: (The following is a working definition in AISD provided by Zaretta Hammond and according to the National Equity Project)

1. Reduces the *predictability* of who succeeds and who fails.
2. Interrupts *reproductive* practices that negatively impact struggling students of color.
3. Cultivates *the unique gifts and talents* of every student.

Explosive Weapon is any explosive or incendiary bomb, grenade, rocket or mine and its delivery mechanism that is designed, made or adapted for the purpose of inflicting serious bodily injury, death or substantial property damage, or for the principal purpose of causing such a load report as to cause undue public alarm (as it circulates: a report of a present, past or future bombing; fire; offense; or another emergency that he or she knows is also or less and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the action of an explosive;
2. The same as any of any such weapon;
3. Any firearm, or any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any device that is designed, made or adapted for the purpose of inflicting serious bodily injury, death or substantial property damage, or for the principal purpose of causing such a load report as to cause undue public alarm (as it circulates: a report of a present, past or future bombing; fire; offense; or another emergency that he or she knows is also or less and that would ordinarily:

Such a term (does not include) any marking on a tangible property without the effective consent of the owner. The markings may include instructions,

Harassment is conduct that:

1. Meets the definition established in district policies D IA(LOCAL) and FFH(LOCAL); or
2. Threatens to cause harm or bodily injury to another person, including a district student, employee, board member or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously or substantially harms another student's physical or emotional health or safety, as defined in Section 37.001 (b)(2) of the Education Code, or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

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, that endangers the mental or physical health or safety of a student 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:

1. Any type of physical brutality;
2. 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;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. 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.

Hit List is a list of people targeted to be harmed, using a firearm, a knife or any object to be used with intent to cause bodily harm.

Holistic Approach to Conflict would be to help students understand the nature of conflict, what defense mechanisms it triggers in them and how to take responsibility for those feelings. It can then equip students with the skills needed to approach the conflict so that all parties can move forward in a healthy way.

3. In any school property used by the student, including but not limited to a locker or a desk.

Proactive Intervention:

1. Being proactive is defined as serving to prepare for, intervene in or control an expected occurrence or situation, especially a negative or difficult one; anticipatory: proactive measures against crime.
2. Proactive interventions would anticipate a known behavior as opposed to reactive interventions,

~~where the behavior is known to occur in a specific location, time, or situation.~~

School-wide Tiered Framework : Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework that is utilized to achieve important behavior changes. It requires adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Self-Defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect themselves.

Sexual harassment of a student, including harassment committed by another student or third party, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include sexual advances; request for sending nudes; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication and online communication .

Short-barrel Firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or a shotgun that, as altered, has an overall length of less than 26 inches.

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Socially and Emotionally -Safe: An experience in which one feels safe to express emotions, security and confidence to take risks and feel challenged and excited to try something new. Emotionally safe learning environments can be achieved by making SEL an essential part of education.

Student Support Centers (In-School Suspension) is defined as a placement of a student in a location separate from the classroom under the supervision of a teacher or other staff person where the student continues to receive instruction in each course to the extent possible. This does not include time-out arrangements between teachers or specific behavior management programs operated by campuses.

Suspension : See listing for "Student Support Centers (In-School Suspension)" and "Out-of-School Suspension."

Terroristic Threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;

2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building, room, place of assembly or place to which the public has access; place of employment or occupation; aircraft

Under the Influence means a student's faculties are noticeably impaired by alcohol and/or drugs though the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, and/or the presence of physical symptoms of drug or alcohol use or by admission.