



JUDSON ISD STUDENT HANDBOOK  
AND STUDENT CODE OF  
CONDUCT

2023-2024

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## Board of Trustees

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Trustee

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Trustee

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## District Leadership

**Dr. Milton R. Fields, III**

Superintendent of Schools

**Cecilia Davis**

Deputy Superintendent of Innovation, Business and Operations

**Mary Duhart-Toppen, Ed.D.**

Deputy Superintendent of Teaching and Learning

**Lacey Gosch**

Assistant Superintendent of Technology

**Joseph Guidry**

Assistant Superintendent of Operations

**Kristen Saunders, Ed.D.**

Assistant Superintendent of Elementary Curriculum

**Nicole Taguinod, Ed.D.**

Chief Communications Officer and Talent Management

**Paula Johnson, Ph.D.**

Chief of Equity and Diversity

## **District Offices Information**

### **Judson Independent School District**

8012 Shin Oak

Drive Live Oak,

Texas 78233 (210)

945-5101

Monday – Friday 8:00 a.m. to 4:45 p.m.

Summer Break: Monday – Thursday 7:00 a.m. to 5:30 p.m.

### **Educational Resource Center (ERC)**

8205 Palisades

Drive Live Oak,

Texas 78233 (210)

945-5100

Monday – Friday 8:00 a.m. to 4:45 p.m.

Summer Break: Monday – Thursday 7:00 a.m. to 5:30 p.m.

### **Vision**

Judson ISD is Producing Excellence!

### **Mission**

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

It is the policy of Judson Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

## Judson ISD Schools

<b>Judson High School</b> Richard Mendoza, Principal 9142 F.M. 78 Converse, TX 78109 (210) 945-1100	<b>JSTEM</b> Kayone Bedford, Principal 9695 Schaefer Rd. Converse, TX 78109 (210) 945-1159	<b>Crestview Elementary</b> Linda Cruz, Principal 7710 Narrow Pass Live Oak, TX 78233 (210) 945-5111	<b>Olympia Elementary</b> Shannon George, Principal 8439 Athenian Universal City, TX 78148 (210) 945-5113
<b>Karen Wagner High School</b> Blas Arce III, Principal 3000 N. Foster Rd. San Antonio, TX 78244 (210) 662-5000	<b>JCARE</b> Ricci Bethely-Day, Principal 102 School St. Converse, TX 78109 (210) 619-0330	<b>Elof Elementary</b> Scott Wilson, Principal 6335 Beech Trail Converse, TX 78109 (210) 661-1130	<b>Park Village Elementary</b> Susaye Scott, Principal 5855 Midcrown Dr. San Antonio, TX 78218 (210) 653-1822
<b>Veterans Memorial High School</b> Dr. Elizabeth Arredondo, Principal 7618 Evans Rd. San Antonio, TX 78266 (210) 619-0222	<b>Judson Learning Academy</b> Nicole Rosas Saunders, Principal 5441 Seguin Rd. San Antonio, TX 78219 (210) 651-4080	<b>Escondido Elementary</b> Cynthia Latino, Principal 5000 Texas Palm Drive Converse, TX 78109 (210) 662-2250	<b>Paschall Elementary</b> Tricia Davila, Principal 6351 Lakeview Dr. San Antonio, TX 78244 (210) 662-2240
<b>Judson Middle School</b> Kayone Bedford, Principal 9695 Schaefer Rd. Converse, TX 78109 (210) 357-0801	<b>Judson Early College Academy</b> Greg Brauer, Principal 8230 Palisades Drive Live Oak, TX 78148-3186 (210) 619-0200	<b>Franz Elementary</b> Dr. Kelle Lofton, Principal 12301 Welcome Dr. Live Oak, TX 78233 (210) 655-6241	<b>Rolling Meadows Elementary</b> Michelle La Rue, Principal 17222 F.M. 2252 San Antonio, TX 78266 (210) 945-5700
<b>Kirby Middle School</b> Nicole Rosas Saunders, Principal 5441 Seguin Road San Antonio, TX 78219 (210) 661-1140	<b>Candlewood Elementary</b> Rachelle Diaz, Principal 3635 Candleglenn San Antonio, TX 78244 (210) 662-6881	<b>Hartman Elementary</b> Monica Rodriguez, Principal 7203 Woodlake Pkwy San Antonio, TX 78218 (210) 564-1520	<b>Salinas Elementary</b> Martin Silverman, Principal 10560 Old Cimarron Tr. Universal City, TX 78148 (210) 659-5045
<b>Kitty Hawk Middle School</b> Shearill Hall, Principal 840 Old Cimarron Trail Universal City, TX 78148 (210) 945-1220	<b>Converse Elementary</b> Cynthia Davis, Principal 6720 FM 1516 Converse, TX 78109 (210) 945-1210	<b>Hopkins Elementary</b> Terry Combs, Principal 2440 Ackerman Rd. San Antonio, TX 78219 (210) 661-1120	<b>Spring Meadows Elementary</b> Sharon Balderas, Principal 7135 Elm Trail San Antonio, TX 78244 (210) 662-1050
<b>Henry Metzger Middle School</b> Loretta Davidson, Principal 7475 Binz Engleman San Antonio, TX 78244 (210) 662-2210	<b>Copperfield Elementary</b> Sherri Wrather, Principal 7595 East Loop 1604 N. Converse, TX 78109 (210) 619-0460	<b>Masters Elementary</b> Dr. La Tanya Baker, Principal 2650 Woodlake Pkwy Converse, TX 78109 (210) 945-1150	<b>Woodlake Elementary</b> Tanya Rivera-Casares, Principal 5501 Lakebend E. San Antonio, TX 78244 (210) 662-2220
<b>Woodlake Hills Middle School</b> Daniel Brooks, Principal 6625 Woodlake Pkwy San Antonio, TX 78244 (210) 661-1110	<b>Coronado Village Elementary</b> Erika Garza, Principal 213 Amistad Universal City, TX 78148 (210) 945-5110	<b>Miller's Point Elementary</b> Joshua Ellis, Principal 7027 Misty Ridge Converse, TX 78109 (210) 945-5114	<b>Wortham Oaks Elementary</b> Alma Neira, Principal 5710 Carriage Cape San Antonio, TX 78261 (210) 945-5750

## Preface

### Parents and Students:

Welcome to the 2023-24 school year!

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

We believe that students can make responsible decisions regarding their behavior when they understand both the rules and the consequences of violating them. We ask students to please read this Handbook carefully, especially the Student Code of Conduct, and request all students to listen attentively and actively participate during presentations on this topic at school. If students need assistance, they should ask for help before a problem arises.

The support of parents is critical to success at school; therefore, we request all parents read the Handbook and the Student Code of Conduct and to counsel with their children about its content and importance. By working together, we can keep our energy focused upon our primary goal: student success.

The Board of Trustees fully endorses and supports the policies and procedures set forth in this Handbook and the Student Code of Conduct.

The *Judson Independent School District* Student Handbook is a general reference guide that is divided into three sections:

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

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

**Section III: Student Code of Conduct** contains the laws set forth by the Texas Education Code regarding student discipline.

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

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

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

Therefore, parents and students should become familiar with the *Judson ISD* Student

Code of Conduct located in Section III of this handbook. To review the Code of Conduct, visit the district's website at [www.judsonisd.org](http://www.judsonisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

**A hard copy of the Student Handbook can be requested at your student's home campus.**

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

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

For questions about the material in this handbook, please contact Judson ISD District Office.

*Acknowledgement of receipt of the student handbook/Student Code of Conduct* will be done during the online registration process.

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [www.judsonisd.org](http://www.judsonisd.org).

The policy manual includes:

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

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

District Office at 210-945-5101

The following forms are a part of the online enrollment process and must be completed for enrollment:

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

- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 28 **Participation in Third-Party Surveys** on page 30 for more information.]

## Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the district at [www.judsonisd.org](http://www.judsonisd.org) or (210) 945-5100.

Judson ISD is looking forward to a successful 2023-24 school year, and by working together we can all achieve our goals toward the success of all our students.

Thank you for your support.



## Section I: Parental Rights

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

### Consent, Opt-Out, and Refusal Rights

#### Consent to Conduct a Psychological Evaluation

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

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

### Consent to Human Sexuality Instruction

#### Annual Notification

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

#### Elementary

4<sup>th</sup> grade girls and 5<sup>th</sup> grade girls and boys will be exposed to basic puberty education provided and coordinated by campus school nurses and PE teachers.

#### Middle School

6<sup>th</sup> grade students will be exposed to basic reproductive system and abstinence education in their health education class. 7<sup>th</sup> and 8<sup>th</sup> grade students are able to participate in the Worth the Wait program. More information about the Worth the Wait curriculum is available online.

#### High School

Currently students are not required to take health education in JISD at the high school level

For further information, see the district's human sexuality instruction website at [www.judsonisd.org](http://www.judsonisd.org).

In accordance with state law, a parent may:

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

- Use the district's grievance procedures concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 62 and FNG(LOCAL).

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

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age.
- Devote more attention to abstinence from sexual activity than to any other behavior.
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity.
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and

If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

### Consent Before Human Sexuality Instruction

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

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

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

### Annual Notification

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

For further information, see the district's abuse prevention instruction website at [www.judsonisd.org](http://www.judsonisd.org)

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials

depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.

- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 62 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 24; **Dating Violence** on page 71; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 55]

## Consent to Provide a Mental-Health Care Service

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

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

Students and staff are trained yearly on mental health and suicidal/homicidal procedures. Procedures consist of early warning signs, mental health concerns, and process for reporting. The process consists of counselor and/or social worker where applicable being notified. The counselor or social worker starts the assessment process to identify if the level of the student's ideation is low, moderate, or high. The district team is notified for consultation process. Once complete, the administrator and parents are notified with the next steps. Judson ISD Police are involved as needed. The student is monitored upon return and if needed a release to work with the student's outside Physician or counselor is requested.

The district Social Workers will follow up with the counselor or campus social worker to ensure appropriate services were recommended.

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

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus. For more information contact our District's Mental Health Liaison at (210) 945-5364.

## Consent to Display a Student's Original Works and Personal Information/

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

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program

(<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

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

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

## Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

## Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include the student's parent as a recipient on all text messages.

The employee is required to send a copy of the text message to the employee's district email address.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should submit a written request to the campus principal.

## Objecting to the Release of Directory Information

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

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook).
- A student's name and grade level (for communicating class and teacher assignments).
- The name, weight, and height of an athlete (for publication in a school athletic program).
- A list of student birthdays (for generating school wide or classroom recognition).

- A student's name and photograph (posted on a district-approved and managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period).

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. Failure to return the Directory Information Form within 10 days will result in the release of your child's Directory Information if requested by an outside entity or individual.

[See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, provided during online registration or may be obtained from your child's campus.]

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

As allowed by state law, the district has identified three directory information lists—one for school-sponsored purposes, the second for law enforcement purposes and the third for military recruiters and institutions of higher education for secondary students. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in official recognized activities and sports; and weight and height of members of athletic teams. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student's name, address, telephone listings, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight, and height of member of athletic teams, honors and awards received, and the most recent educational agency or institution attended. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

**Note:** Review **Right of Access to Student Records, Curriculum Materials, and District**

**Records/Policies** on page 33.

## Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education

(Secondary Grade Levels Only)

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

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education on page 30** and included in the online registration packet.]

## Participation in Third-Party Surveys

**Consent Required Before Student Participation in a Federally Funded Survey**

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

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

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For more information, see policy EF(LEGAL).]

## “Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

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

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

Exceptions are hearing, vision, spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect:

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

The ED provides extensive information about the Protection of Pupil Rights Amendment, (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a PPRA Complaint Form (<https://studentprivacy.ed.gov/file-a-complaint>).

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

See **Consent to Human Sexuality Instruction** on page 24 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 25 for information on a parent's right to remove a student from such instruction.

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

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

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



grades 3– 12.

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

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

[See policy EHBK(LEGAL).]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 136 and policy EC(LEGAL).]

## Religious or Moral Beliefs

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

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

## Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher. See **Standardized Testing** on page 153 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

### Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

## Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

## Student Records

### Accessing Student Records

A parent may review their child's records. These records include:

- Attendance records,
- Test scores,

- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

### Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 28, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

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

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

Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that control of the records goes to the student as soon as the student:

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

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

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

Legitimate educational interest may include:

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

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals.
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff).

A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer).

- A person appointed to serve on a school committee to support the district's safe

and supportive school program.

- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of their duties.

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 28.]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records they want to inspect. Records may be reviewed in person during regular school hours. The records custodian

or designee will be available to explain the record and to answer questions.

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

The address for your student's principal's office can be located on page 10 of this handbook.

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

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

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

[See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 137, and **Complaints and Concerns** on page 62.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at [www.judsonisd.org](http://www.judsonisd.org).

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

## Teacher and Staff Professional Qualifications

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

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state

requirements have been waived, and

- Is currently teaching in the field of discipline of their certification.

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

## Students with Exceptionalities or Special Circumstances

### Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families flexibility regarding certain district and state requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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

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

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

Additional information may be found at Military Family Resources at the Texas Education Agency (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

## Parental Role in Certain Classroom and School Assignments

### Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms. Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL).]

### Safety Transfers / Assignments

The board or its designee will honor a parent's request to transfer their child to another

classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus. Transportation is not provided for a transfer to another campus. Contact the Assistant Superintendent of Operations.

[See **Bullying** on page 50, and policies FDB and FFI for more information]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with police FDE, if the victim does not wish to transfer, the board will transfer the assailant.

### **Student Use of a Service / Assistance Animal**

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

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

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

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

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

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

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma



from the previous district if the student meets its graduation criteria.

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 67, **Course Credit** on page 67, and **Student in Foster Care** on page 156 for more information.]

### Students Who Are Homeless

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

- Proof of residency requirements.
- Immunization requirements.
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness).
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules.
- Awarding partial credit when a student passes only one semester of a two-semester course.
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of

origin" or to enroll in a new school in the attendance area where the student is currently residing. The student may opt into state school selection provision (TEC § 25.001 (b)5).

A student who is homeless can select to enroll in any LEA (local education agencies) in the state. The McKinney-Vento liaison will assist in selecting the campus that best meets the needs of the student. Under the state provision, McKinney-Vento transportation does not apply.

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

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

[See **Credit by Examination for Advancement/Acceleration** on page 67, **Course Credit** on page 67, and **Students who are Homeless** on page 156 for more information.]

## Section II:

### Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact *the District Office* at (210) 945-5100.

### Absences / Attendance

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

#### Attendance Taken Times

High School – 10:15 a.m.

Middle School – 9:30 a.m.

Elementary School – 9:30 a.m.

JECA – 9:45 a.m.

### Bell Schedule

Please adhere to the bell schedule to prevent a student from being tardy. Attendance is taken in the morning and at the beginning of each class period at the secondary level.

Elementary School – 7:30 am to 2:55 pm

Middle School – 8:15 am to 3:40 pm

High School – 8:55 am to 4:35 pm

## Compulsory Attendance

### Prekindergarten and Kindergarten

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

### Ages 6-19

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19<sup>th</sup> birthday, shall attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

### Age 19 and Older

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

**[If a student pre-k through 12<sup>th</sup> grade is absent from school for 10 or more days or part of days without an excuse within a 6-month period, the parent and/or student are subject to legal prosecution.]**

## Compulsory Attendance-Exemptions

### All Grade Levels

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

- Religious holy days;
- Required court appearances.
- Activities related to obtaining U.S. citizenship.
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to

school on the same day as the appointment and brings a note from the healthcare provider.

- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician.
- For students in the conservatorship of the state.
- An activity required under a court-ordered service plan; or
- Any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. [For more information, see **Electronic Devices and Technology Resources** on page 78.]

### Secondary Grade Levels

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

[See **Driver License Attendance Verification** on page 48.]

The district will allow junior and senior students to be absent up to two days per year to visit a college or university, provided this.

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence; and
- The student Follows the campus procedures to verify the visit; and
- Makes up any work missed.

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U. S. armed services or Texas National Guard, provided the student verifies these activities to the district.

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

- An early voting clerk, provided the district's board has authorized this in

policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences; or

- An election clerk if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

## Compulsory Attendance-Failure to Comply

### All Grade Levels

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

A student who is absent without permission from school for any class, any required special programs, or any required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

### Students with Disabilities

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

### Ages 6 -19

When a student ages 6 -19 incurs 3 unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

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

The District Attendance Coordinator may be reached at (210) 945-5215. If you have questions about your student and the effect of your student's absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

If a student ages 12–19 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL)for more information.]

### Age 19 and Older

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

### Truancy Prevention/Intervention Measures

- Judson ISD has adopted a multitude of truancy prevention/intervention measures to meaningfully address student conduct related to truancy or non- attendance.
- If a student is absent without a valid excuse three or more days or parts of days in a four-week period, the designated campus attendance facilitator, as mandated by law will schedule a conference with the student and parent/guardian to issue an attendance warning notice (WN) and develop an individual attendance plan (IAP). TEC Sec. 25.095 and Sec. 25.0915
- The individual attendance plan herein constitutes a behavior improvement plan in that the student and or parent/guardian agree to implement the truancy measures outlined for a period or not fewer than 45 school days to become effective on the date signed.
- If a student continues to be absent without a valid excuse after the issuing of the warning notice and development of the individual attendance plan, the student and or parent/guardian may be subject to a complaint filed in a county, justice, or municipal court. Specifically, if a student accumulates 10 unexcused absences in a six-month period, a student and parent/guardian may be referred for legal action.

A court of law may also impose penalties against both the student and the student's parents if a school-aged student enrolled and is deliberately not attending school. A complaint against the parent and/or student may be filed in court 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
- For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school.
- If a student age 12 through age 17 violates the compulsory attendance law, both the parent and the student could be charged with an offense.

[See policy FEA (LEGAL).]

## Attendance for Credit or Final Grade

### (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if the student completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

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

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance – Exemptions on page 38 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.
- The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

## Official Attendance-Taking Time

### (All Grade Levels)

The district will take official attendance every day at:

Elementary Schools	9:30 AM
Middle Schools	9:30 AM
High Schools	10:20 AM
JECA	9:45 AM



A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

## Documentation after an Absence

### (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

**Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence. The district allows 5 parent notes per semester. After 5 the absence will be considered unexcused.

### Doctor's Note after an Absence for Illness

#### (All Grade Levels)

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

### Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

## Driver License Attendance Verification

### (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE (Verification of Enrollment)), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at:

<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>

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

[See **Compulsory Attendance – Exemptions** on page 43 for information on excused absences for obtaining a learner license or driver's license.]

## Tardiness

A student is considered tardy when the student arrives to class after the class bell rings. A student who is tardy to class will be subject to the disciplinary consequences established by the tardy policy. It is the parent's responsibility to explain in writing any tardiness to school. Failure to provide a written explanation will automatically be considered unexcused tardiness. Tardies are accumulated per semester. Students will begin each semester with zero tardiness.

Excessive tardies without an excuse could result in any of the following:

- Warning/Conference
- Referral to Counselor/Social Worker
- Teacher contacts parent
- Student referred to office
- Letter sent to the parent
- Student with perfect attendance and excessive tardies will not be recognized at the Honor Assemblies
- Parent will be required to contact the school and attend a mandatory conference with the principal or designee
- Student's ability to participate in extra-curricular activities may be affected.
- Student's conduct and/or effort grade may be lowered in the subject missed
- Students on an inter district (out-of-district) transfers will be returned to home district

When a student accumulates 12 unexcused tardies in a semester, all Judson ISD campuses are officially authorized to facilitate truancy prevention/intervention measures including legal actions against the student and/or parent for violation of the compulsory attendance law.

## Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings.
- A School Report Card (SRC) for each campus in the district, compiled by TEA.
- The district's financial management report, which will include the financial

accountability rating assigned to the district by TEA; and

- Information compiled by TEA for the submission of a Federal Report Card (FRC) that is required by federal law.

Accountability information can be found on the district's website at [www.judsonisd.org](http://www.judsonisd.org). Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting) (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

## Armed Services Vocational Aptitude Battery Test

(Grades 10-12)

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

The test shall be offered at your child's campus. Please contact the principal for information about this opportunity.

## Awards and Honors

(All Grade Levels)

Students will receive special recognition by being listed on the school honor roll at the end of each semester if they meet the criteria listed below:

- "A" Honor Roll – All "A's" in all subjects with no "unsatisfactory" or no more than two "needs improvement" in citizenship grades or disciplinary placements.
- "A" and "B Honor Roll – All "A's" and "B's" in all subjects with no "unsatisfactory" or no more than two "needs improvement" in citizenship grades or disciplinary placements.
- All other honors will be determined by the campus administration and/or classroom teacher.

## Bullying

(All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

or physical conduct that:

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

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

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

If a student believes that they have experienced bullying or witnessed bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting

allegations of bullying may be found on the district website.

A student may anonymously report an alleged incident of bullying by using an application called STOPit located on the JISD website via the STOPit app.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any students who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix.

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

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 70, **Hazing** on page 116, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district provides Career and Technical Education Programs of Study available for all students. CTE Programs of Study offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills which incorporate the college readiness standards, and personalized learning environments. The curriculum is designed to promote postsecondary success, while training students for

current and emerging professions.

The district offers career and technical education programs in the following areas:

- **Agriculture, Food & Natural Resources**
  - Animal Science
  - Applied Agricultural Engineering
  - Food Science and Technology
  - Plant Science
- **Alamo Academies**
  - Aerospace
  - Advanced Technology & Manufacturing
  - Diesel Technology
  - Health Professions
  - Information Technology & Security
- **Architecture & Construction**
  - Carpentry
- **Arts, Audio/Video Technology & Communications**
  - Graphic Design and Multimedia Arts
  - Digital Communications
- **Business, Marketing & Finance**
  - Business Management
  - Marketing & Sales
- **Education & Training**
  - Teaching and Training
- **Health Science**
  - Healthcare Therapeutics
- **Hospitality & Tourism**
  - Culinary Arts
- **Human Services**
  - Family & Community Services
- **Law & Public Service**
  - Law Enforcement

- Legal Studies
- **Manufacturing**
  - Welding
- **Science, Technology, Engineering & Mathematics (STEM)**
  - Advanced Manufacturing
  - Biomedical Science
  - Cybersecurity
  - Engineering
  - Programming and Software Development
- **Transportation, Distribution & Logistics**
  - Automotive Collision
  - Automotive Repair

Admission to these programs is based on the following:

- Student's Personal Graduation Plan
- The Program's Enrollment

The district offers other work-based programs in each of the programs of study. Admission and enrollment to these programs is based on successful completion of the courses in the program of study and acceptance to internship.

CTE provides students with employability skills which align with industry and workforce needs. CTE standards incorporate college/career readiness, professional communication, and hands-on laboratory and/or work-based internship experiences. Activities and/or resources include career fairs, classroom presentations, field trips, research, business/industry tours, and appropriate job shadowing and/or internship experiences.

Career guidance is provided to help students plan their educational experience based on their career goals which allows students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, an associate's degree, a bachelor's degree, or technical certification.

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

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

Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

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

[See **Nondiscrimination Statement** on page 133 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

## Celebrations

### (All Grade Levels)

Although a parent or grandparent may provide food for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

## Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

### (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be obtained from the campus principal, Deputy Superintendent of Student Support Services, or the Superintendent Designee, who serves as the District Title IX coordinator.

### Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches.



- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 70 and **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 25.]

As a parent, if your child is a victim of sexual abuse, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Protective Services, Programs Available in your County.]

The following websites might help you become more aware of child abuse and neglect:

- Child Welfare Information Gateway Factsheet  
<https://www.childwelfare.gov/catalog/serieslist/?CWIGFunctionsaction=publicationCatalog:main.dspSeriesDetail&publicationSeriesID=3>
- KidsHealth, For Parents, Child Abuse <https://kidshealth.org/en/teens/family-abuse.html>
- Texas Association Against Sexual Assault, Resources  
<https://www.nsvrc.org/organizations/240>
- Texas Attorney General, What We Can Do About Child Abuse Part 1  
<https://www2.texasattorneygeneral.gov/files/cvs/suspectchildabuse.pdf>

Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the DFPS (1-800-252-5400 or at <http://www.txabusehotline.org> Texas Abuse Hotline Website).

### Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary,

demeanor, and attitude.

- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology).
- Tattoos or branding.
- Refillable gift cards.
- Frequent runaway episodes.
- Multiple phones or social media accounts.
- Provocative pictures posted online or stored on the phone.
- Unexplained injuries.
- Isolation from family, friends, and community; and
- Older romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips.
- Being employed but not having a school-authorized work permit.
- Being employed and having a work permit but clearly working outside the permitted hours for students.
- Owning a large debt and being unable to pay it off.
- Not being allowed breaks at work or being subjected to excessively long work hours.
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss.
- Not being in control of their own money.
- Living with an employer or having one listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 25.]

### Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to

law enforcement or to Child Protective Services (CPS).

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

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

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

([http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)).

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

### Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

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

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

Grade point average and class ranking will be calculated during the following:

- At the end of student's 9<sup>th</sup> grade year and will be distributed to students in the beginning of their sophomore year.
- At the end of the student's 10<sup>th</sup> grade year and distributed in the beginning of the student's Junior year.
- At the end of the student's 11<sup>th</sup> grade year and distributed in the beginning of the senior year.
- Final GPA and Class Rank will be calculated during the student's senior year at the end of the first semester.

All students within the top 10% of their class are eligible for consideration for automatic admission to Texas public universities (automatic admission requirement may vary at the discretion of the University, see your College Readiness counselor for more information) provided all application procedures are followed. Please See EIC Local for Class Rank Information.

### Valedictorian and Salutatorian

To be eligible for the valedictorian/salutatorian honors, the following criteria shall be met:

- Have been continuously enrolled in the same District high school since the beginning of the student's junior year.
- Not have been assigned to a disciplinary alternative education program nor have been expelled during the student's high school career.
- Not have been assigned discipline measures as a result of academic dishonesty as addressed in the grading handbook.
- Will be graduating after exactly eight terms of enrollment in high school; and
- Complete all District and state requirements for a diploma.

The candidate with the highest-class rank shall be named valedictorian. The candidate with the second highest rank shall be named the salutatorian. In the event of a tie, when the weighted grade is computed to the fourth decimal place, the following procedure will be used:

- In case of a tie for the valedictorian position, the district shall honor co- valedictorians, and a salutatorian shall not be named.
- In case of a tie for the salutatorian position, the district shall honor co- salutatorians.

[For further information, see policy EIC.]

## Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full

class/course schedule. Exceptions may be made occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Students must submit a request for class schedule change in writing (with signed parent authorization) to the counselor. Student schedules may be modified due to constraints of master scheduling. Changes will be appropriately communicated to students. Our focus is to maintain a stable instructional environment for the students, however certain circumstances including, but not limited to, staffing allocation, disciplinary/safety, and leveling of classes may result in schedule changes.

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

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

- Completes the distinguished level of achievement under the foundation graduation program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2023 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning:

- Automatic college admission,
- Curriculum requirements for financial aid,
- Benefits of completing the requirements for automatic admission and financial aid.

Parents and students will be asked to sign an acknowledgment that they received this information. Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student** on page 59 for information specifically

related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 107 for information associated with the foundation graduation program.]

## College Credit Courses

### (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory.
- Enrollment in AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Alamo Colleges (St. Philips, San Antonio, NW Vista, Palo Alto, NE Lakeview), Texas A&M, UTSA, TSTC, TX State, UTI Houston, Lincoln Tech, STVTI, which may be offered on or off campus.
- Enrollment in courses taught at other colleges or universities;

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See Fees (All Grade Levels) for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. [See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 52 for information on CTE and other work-based programs.]

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

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

## Communications

### All Grade Levels

#### Parent Contact Information

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

A parent must provide the contact information to the district upon enrollment and

again within two weeks after the beginning of each following school year while the student is enrolled in the district.

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

A parent may update contact information by emailing the school registrar or contacting your child's campus directly.

### Automated Emergency Communications

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

[See **Safety** on page 138 for information regarding contact with parents during an emergency situation.]

### Automated Nonemergency Communications

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

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 138 for information regarding contact with parents during an emergency.]

## Complaints and Concerns

### (All Grade Levels)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaint/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at [www.judsonisd.org](http://www.judsonisd.org). The complaint forms can be accessed online at [www.judsonisd.org](http://www.judsonisd.org) or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request for a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

## Conduct

### All Grade Levels

#### Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior on and off campus, during remote and in person instruction, and on district vehicles—and outline consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

#### Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for the coordinator can be obtained from the office at your child's campus.

#### Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch. Parents are permitted to drop off or bring in food with them to eat lunch with their child. However, students are not allowed to order food or beverages during the instructional day through any outside online and or mobile food ordering and delivery companies that connects diners with local takeout restaurants. This is to include any type of delivery service such as Grubhub, Doordash, Uber Eats, etc. School officials will not accept food or beverages from said company on a student's or parent's behalf, nor will the student be allowed to accept such deliveries.

#### Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.



- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises.
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

### Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal to acquire permission and begin the background check process.

### Counseling

The district has a comprehensive school counseling program that includes:

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

members of the community in promoting the educational, career, personal, and social development of students.

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

### Academic Counseling

#### Elementary and Middle School Grade Levels

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

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

#### High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

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

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

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** on page 116 for more information.]

### Guidance Curriculum and Small Group Counseling

The professional school counselor will offer guidance curriculum to all students in Judson ISD. Guidance lessons will include topics addressing, but not limited to self-awareness, social awareness, responsible decision-making, self-management, and relationship skills.

Small group guidance counseling may also be provided. A parent/guardian may choose to have their child opt out of these small group lessons and can indicate this on the permission slips sent home with the student. For additional questions and answers please contact the campus professional school counselor.

### Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact the campus counselor's office to schedule an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

### Judson ISD SCHOOL AGE PARENTING PROGRAM (SAPP)

SAPP provides support services to pregnant and/or parenting students (Males and Females) to stay in school and graduate, pregnancy and parenting education and community referrals. The program's case management consists of homebound services, transportation, childcare assistance, parenting education, counseling, and academic support.

If your child believes she is pregnant, or he might be a parent, please contact your child's school counselor.

[See **Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children** on page 55 and **Dating Violence** on page 71.]

### Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for Child abuse investigations and reports.

[For more information, refer to policies EHBA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).]

## Course Credit

### Secondary Grade Levels Only

A student at any grade level enrolled in a high school course will earn credit for a course only if the final grade is 70 or above. For a two-part (two-semester, 1 credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

## Credit Recovery

### GRADES 6-12

The Credit Recovery opportunity that the district makes available to district students is Edgenuity. Students may be able to recover a full credit, a partial credit or a 9-weeks credit, where applicable. Edgenuity is an online program offered for course recovery for core content areas during the school day and/or after school after a student has failed a specific course. Not all Grades 6-12 courses are available in Edgenuity. School counselors can determine if a student is eligible for an Edgenuity Credit Recovery course. Edgenuity is not for acceleration.

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

## Credit by Examination

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

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

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

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

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

A student will be permitted to earn credit by examination to accelerate **to the next grade level (Grades 1-5) or for advancement of** an academic course or subject area

(Grades 6-12) in which the student has had no prior instruction.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website.

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

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Dates Scheduled: **Secondary**

**First Quarter**

Saturday: September 23, 2023  
(Registration deadline, Friday, September 1, 2023)

**Second Quarter**

Saturday: December 2, 2023  
(Registration deadline, Friday, November 3, 2023)

**Third Quarter**

Saturday, March 2, 2024  
(Registration deadline, Friday, February 2, 2024)

**Fourth Quarter**

Tuesday: June 4, 2024  
(Registration deadline, Friday, May 3, 2024)

Dates Scheduled: Elementary

**First Quarter**

Thursday September 21 or Friday September 22, 2023

(Registration deadline, Friday September 1, 2023)

### **Second Quarter**

Thursday November 30 or December 1, 2023

(Registration deadline, Friday November 3, 2023)

### **Third Quarter**

Thursday February 29 or Friday March 1, 2024

(Registration deadline, Friday February 2, 2024)

### **Fourth Quarter**

Thursday May 9 or Friday May 10, 2024

Registration deadline April 5, 2024)

## **Students in Grades K–5**

### **Kindergarten Acceleration**

#### **Automatic Eligibility**

For the purposes of this provision, a child who is five years old on or before September 1 is automatically eligible for grade 1 rather than kindergarten if:

- The student has completed public school kindergarten; or
- The student has been enrolled and received direct instruction in grade 1 in a public school in another state prior to transferring to a Texas public school.

#### **Currently in Kindergarten**

Request Process for Placement in 1st Grade. A child who is five years old on or before September 1 may be assigned to grade 1 rather than kindergarten in accordance with the following process:

- A parent shall request in writing to the campus principal that they wish for their child to be considered for acceleration into grade 1.
- Requests shall be made no earlier than upon registration completion for the most current school year and no later than the end of the first full week of instruction at the beginning of the school year.
- No later than two weeks after the first day of instruction, the student shall take a District-designated readiness or achievement assessment (to include literacy and math).

## Criteria for acceleration

- Scores on the District-designated assessment that indicate that a student would only need core support and has minimal risk of reading or math difficulty in grade 1.
- Chronological age and observed social and emotional development of the student.
- Placement in 2<sup>nd</sup> Grade. Starting in the Spring, Kinder students will take the four content examinations for 1<sup>st</sup> Grade. If the student scores 80 or higher on all four exams, the principal shall place the student in 2<sup>nd</sup> grade the following year.

A student in 1-5 grade is eligible to accelerate to the next grade level if:

- The student will take the essential knowledge and skills exam for all four subjects required for the next grade level.
- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies.
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

## Students in Grades 6–12

A student in grade 6 or above is eligible to earn subject/course credit with:

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

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

Judson ISD believes that all Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and to stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

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

### Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**, on page 73.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

- Physical or sexual assaults.
- Name-calling.
- Put-downs.
- Threats to hurt the student, the student's family members, or members of the student's household.
- Destroying property belonging to the student.
- Threats to commit suicide or homicide if the student ends the relationship.
- Threats to harm a student's current dating partner.
- Attempts to isolate the student from friends and family.
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)



- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact/html>)

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 25.]

### Discrimination

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

### Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation.
- Threatening, intimidating, or humiliating conduct.
- Offensive jokes, name-calling, slurs, or rumors.
- Physical aggression or assault.
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

### Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but not be limited to:

- Touching private body parts or coercing physical contact that is sexual in nature.
- Sexual advances.
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical

for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but not be limited to:

- Offensive jokes, name-calling, slurs, or rumors.
- Physical aggression or assault.
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

### Retaliation

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

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

### Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and that policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 50]

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

### Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply

with law.

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

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

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

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

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

## Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 70.]

## Distance Learning

### All Grade Levels

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction** on page 137.]

### Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations**

on page 85.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the school counselor.

## Distribution of Literature, Published Materials, or Other Documents

### All Grade Levels

#### School Materials

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

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

### Non-school Materials

#### From Students

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

The principal has designated times, locations, and means of distribution for approved non-school materials to be placed for voluntary viewing or collection by students.

[See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

#### From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-

support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal or designee for prior review. The principal or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal shall designate times, locations, and means of distribution for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

## Dress and Grooming

### (All Grade Levels)

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. Because of this, Judson ISD has established a standardized dress code for students.

New students enrolling with Judson ISD will be provided a grace period up to five (5) calendar days to comply with the dress code.

The Judson ISD Student Code of Conduct Review Committee believes that the responsibility for a student's dress and grooming rests primarily with the student and their parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. Therefore, we expect students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

School-directed changes to a student's attire or grooming should be the least restrictive

and disruptive to the student's school day. Any actions in enforcing the school dress code should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender-neutral and consistent. We feel that the classroom teacher and the campus administration establish the acceptable norms of the classroom and campus attire. They may require students to remove or change items that impede the student's and/or others' learning process.

### Minimum Attire Standards

- Student attire and grooming must permit the student to participate in all learning activities without posing a risk to the health or safety of any student or school district personnel. All student attire must not disrupt the learning environment for the student or others.
- Pajamas and bedroom slippers are **not** allowed to be worn except for designated activities approved by the campus principal. Hair bonnets and wave caps are not allowed to be worn during the instructional day.
- Students must wear clothing including a shirt with pants or skirt, or the equivalent (for example, dresses, skirts, leggings, or shorts) and shoes.
- Skirts and shorts must always be below the mid-thigh. Holes in clothing from the knees up and to the armpits may not show skin.
- Tops may be sleeveless and must have a 3-finger strap measurement, and at no time may any part of a student's midriff or chest be exposed.
- All clothing must cover the chest, back, torso, stomach, midriff, and lower extremities from armpit to armpit to mid-thigh.
- Undergarments must be worn, and clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see-through.
- Clothing must be suitable for all scheduled learning activities, including physical education, science labs, specialized career and technical education classes, field trips, and other activities where unique hazards or specialized attire or safety gear are required. Bare feet are not permitted at any time.
- Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity (including clothes, accessories, or colors identified as gang-affiliated), use of tobacco, alcohol or drugs, pornography, foul or obscene language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited. Campus administration will make this decision.
- Student hairstyles must be groomed appropriately and may not be offensive in nature.

- Hoodies and caps that do not depict or advocate violence, weapons, criminal activity, gang-related activity (including clothes, accessories, or colors identified as gang-affiliated), use of tobacco, alcohol or drugs, pornography, foul or obscene language, or hate speech, may be worn in the hallway or during passing periods. The hood of the hoodie must not be cinched up while in the building. Students are not allowed to wear any head ware (gear-hood or cap) in the instructional setting.

This policy applies to all JISD schools. Schools may not enact more restrictive or less restrictive dress and grooming codes.

To maximize instructional time, students will be afforded the opportunity to correct dress code violations. However, if the violation is not corrected, the student refuses to correct the violation, or the student repeatedly violates the student dress code, other administrative actions may ensue.

Medical conditions may qualify for an exception from certain dress and grooming policies. However, any exceptions must receive prior approval by the campus administration and be supported by documentation from a physician.

### Identification Badges:

IDs are mandatory for grades 6-12 and will be worn and appropriately displayed at all times during the school day and at all school functions. IDs are not to be defaced or have any items placed on the front or the back. Each student will be issued a plastic ID card. The first ID card is issued free. A charge of \$5.00 will be made for replacement cards. This card must be presented to school officials upon request for identification. Students may be asked to produce ID cards in order to purchase tickets to school events, to be admitted to a student function, and to vote in student elections. Students who are unable to produce their ID will be subject to disciplinary action.

### Co-curricular/Extra Curricular:

The principal (or designee), in conjunction with the sponsor, coach, or other person in charge of an extra-curricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming:

- Creates a hazard to the student's safety or to the safety of others; or
- Will prevent, interfere with, or adversely affect purpose, direction, or effort required for the activity to achieve its goals; or
- Interferes with the reputation and standing of the group or school.

*Violation of the policies set by the program may result in suspension or removal from the program or activity.*

## Electronic Devices and Technology Resources

(All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell



## Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 157.]

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 144 and policy FNF for more information.]

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

## Acceptable Use of District Technology Resources

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

## Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future



endeavors of a student. We encourage parents to review with their child the "Before You Text" Sexting Prevention Course, a state-developed program that addresses the consequences of sexting.

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

### Computer Resources

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of the computer resources are restricted to students working under a teacher's supervision and for approved educational purposes only. In signing the Acknowledgment Form the students and parents agree to follow the handbook rules, Local and Legal Policies CQ, and Administrative Procedures C-2, regarding the use of these resources; violations of this agreement may result in withdrawal or suspension of privileges and other disciplinary action.

Students and their parent should be aware that e-mail and other electronic communications using district computers are not private and may be monitored by district staff. [For additional information, see policy CQ and Administrative Procedures C-2 – click on Acceptable Use Policy Information at the bottom of the Judson ISD web page at [www.judsonisd.org](http://www.judsonisd.org).]

### Acceptable Use of Technology

We are pleased to offer Judson ISD students the privilege to access the district computer network and Internet for educational purposes for all Judson ISD computers.

Judson ISD Filters Internet content for inappropriate materials to ensure compliance with the Children's Internet Protection Act (CIPA). Parents and guardians need to be aware that a portion of information available on the Internet may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. Even though the district takes every precaution to filter out these sites, it is possible for objectionable content to be inadvertently accessed or that students may find ways to access these sites.

### Children's Online Privacy Protection Act (COPPA)

The Children's Online Privacy Protection Act is a United States Federal law that applies to the online collection of personal information by persons or entities under U.S. jurisdiction for children under 13 years of age. The law allows school districts to act as parent agents in providing consent for the creation of online student accounts to be used with school related online services. This process requires sharing relevant student information with these online service providers. By completing the Acknowledgement Form, parents are giving consent to allow the district to act as the parent agent in creation of these accounts.

## Technology Usage

The district has several policies and rules involving the use of computers, electronic communication, imaging devices, and Internet access. Violations of these policies or rules may result in termination of privileges involving the use of the equipment and Internet access as well as disciplinary action under the Student Code of Conduct.

All students will be issued a Google account for educational purposes and will be held responsible at all times for appropriate use of these accounts.

Students are responsible for maintaining the confidentiality of their district issued accounts and passwords. Therefore, students are not allowed to share the district account information and or password with other students. Any student caught violating or tampering with another student's district account, will be subject to the consequences under the Computer and Internet Use Policy in the Student Handbook.

Judson ISD's services may not be used for an activity which contravenes the laws of United States or any other applicable jurisdiction.

### **Users may not employ district devices, personal devices, or Judson ISD's resources to:**

- Seek to gain unauthorized access to Judson ISD's facilities, services, or resources or to the facilities, services, or resources of connected networks (i.e.: hacking or using another user's account and password).
- Engaging in activities which waste Judson ISD's resources – people, networks, computers and financial. (i.e.: accessing sites or engaging software that is not directly related to curriculum and instruction, accessing streaming music or video).
- Engage in activities, which cause or are liable to cause disruption or denial of services to other users (i.e.: introducing or attempting to introduce a virus, worm, Trojan, or Spyware onto the network).
- Access, create, or transmit offensive or obscene material, or engage in activities, which would cause offense to others on the grounds of race, creed, or sex (i.e.: downloading or accessing "hate" sites, downloading, or accessing material which contains sexual content).
- Access, create, or transmit material, which is defamatory or designed to cause annoyance, inconvenience, or needless anxiety to others (for example, cyberbullying, and hate mail).
- Access, create, or transmit material, which infringes the copyright of another person or organization (i.e.: plagiarism of electronic material or graphics including music downloads).
- Access, download, or install software of any type on Judson ISD computing devices (i.e.: freeware, shareware, utilities, drivers).
- Engage in activities which infringe the proprietary rights of software (i.e.: installing software on a computer system).
- Engage in activities, which compromise the privacy of others.
- Engage in activities, which would destroy the integrity of computer-

based information.

- Seek personal or commercial gain (i.e.: attempting to download or access music or movies with the intent to sell, accessing commercial auction sites for non- educational purposes).
- Inflict damage on Judson property.
- Remove Judson property from its assigned location.
- Connect personal computing devices to the Judson IS wired network.
- Access storage devices without prior permission.
- Bypass or attempt to bypass the Judson ISD content filtering system.

## Computer and/or Internet Use

### Offenses and Consequences

The following are examples of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> degree offenses and consequences. The list is not intended to be all inclusive.

#### 1<sup>st</sup> Degree Offenses

- Accessing the Internet or e-mail without requesting permission from an instructor at each instance.
- Using chat or other communication software.
- Changing system or network settings (i.e., screen saver, backgrounds).

#### Consequences

A student, parent, teacher, and administrator conference will be required to assess and correct the problem. Additionally, the student will be disciplined, as determined by campus administration, for violation of any 1<sup>st</sup> degree offenses.

Students will be assigned to detention, in-school suspension, or other disciplinary measures at the administrator's discretion. Further, the student/parent will be held financially responsible for any necessary repairs.

#### 2<sup>nd</sup> Degree Offenses

- Sending, displaying, or accessing offensive messages, sexually explicit pictures, or web sites.
- Using obscene language.
- Downloading, installing, or attempting to install software or files (i.e., installing games).
- Accessing or attempting to gain access to another user's password or account.
- Giving a password or account to another user.
- Violating copyright laws or engaging in plagiarism.

#### Consequences

A student, parent, teacher, and administrator conference will be required to assess and correct the problem. Additionally, the student will be disciplined, as determined

by campus administration, for violation of any 2<sup>nd</sup> degree offense. Further the student/parent will be held financially responsible for any necessary repairs.

Students will be assigned to detention, in-school suspension, or other disciplinary measures at the administrator's discretion.

### **3<sup>rd</sup> Degree Offenses**

- Harassing, threatening, or attacking others through the use of the network.
- Damaging computers, computer systems or other computer networks including attempting to access systems to which the student has no authorization (e.g., hacking, spying).
- Sending, displaying, or accessing offensive messages, sexually explicit pictures, or web sites (pornography or "hate" sites).
- Employing the network for commercial use (e.g., selling video/music CDs, auction sites).

### **Consequences**

A student, parent, teacher, and administrator conference will be required to assess and correct the problem. Students will be assigned a disciplinary measure at the administrator's discretion. The student's computer access privileges will be revoked for the remainder of the school year, and the student/parent will be held financially responsible for any necessary repairs.

### **Habitual 1<sup>st</sup> or 2<sup>nd</sup> degree offenses can result in a 3<sup>rd</sup> Degree Offense consequence**

Administrative action can include disciplinary or legal action including, but not limited to, criminal prosecution and/or penalty under appropriate state and federal laws.

The above rules are to ensure every student is provided access to a computer for instructional purposes. The current rate of labor for repairs (subject to change) is \$80.00 per hour (minimum of \$30.00).

### **Internet usage Acknowledgement Form**

In order for your child to have access to the Internet, the parent must complete the Acknowledgement Form. If you have any questions or concerns, please contact your child's campus administrator.

## **End-of-Course (EOC) Assessments**

[See **Graduation** on page 107 and **SAT, ACT, and Other Standardized Tests** on page 140.]

## **Emergent Bilinguals**

**(All Grade Levels)**

A student who is an Emergent Bilingual is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC) consisting of both

district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **SAT, ACT, and Other Standardized Tests** on page 140, may be administered to an Emergent Bilingual Student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to Emergent Bilingual Students who qualify for services.

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

### Dual Language Two-Way Model & One-Way Model

Judson ISD offers one-way and two-way dual language models that are accessible to both our Emergent Bilingual Students as well as native English-speaking students (two-way model only). These models seek to integrate English speakers and Emergent Bilingual Students for academic instruction. Spanish and English language instruction for both groups of students incorporate sheltered instruction strategies to aid in comprehension and language acquisition. The primary goals of these dual language models are:

- Development of fluency and literacy in English and Spanish
- Promotion of bilingualism, bi-literacy, cross-cultural awareness
- High academic achievement English and Spanish

JISD offers Spanish Immersion as an innovative enrichment program specifically designed for native English students in 1st grade that meet a set of academic requirements. This program focuses on developing Spanish language literacy skills while promoting cross cultural awareness. **Please refer to the Spanish Immersion Program handbook for specific guidelines.**

The English as a Second Language Program (ESL) is offered PK through 12th Grade for qualifying Emergent Bilingual students who do not speak Spanish. The ESL Program focus is to:

- Enable Emergent Bilingual Students to become competent in listening, speaking, reading, and writing in the English language through the content by integrating second language methods and pedagogy.
- Emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English language learners to participate equitably in school.
- Address the affective, linguistic, and cognitive needs of Emergent Bilingual Students.

## Extracurricular Activities, Clubs, and Organizations

### (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 159.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](https://www.uil-texas.org/athletics/manuals) (<https://www.uil-texas.org/athletics/manuals>). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

[See [UIL Texas](https://www.uil-texas.org/) (<https://www.uil-texas.org/>) for additional information on all UIL-governed activities.]

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP), an International Baccalaureate (IB) course, an honors or a dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities. The student may apply for an eligibility waiver two times per semester if they have a grade of 60 or higher.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for four school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

### Standards of Behavior

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

### Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include Student Council, Class Officers, National Honor Society, etc.

### Fees

#### (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, students are expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost or damaged library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 159.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).
- Students who wish to park on school property must obtain a parking sticker for a fee of \$10.00. A parking sticker is valid for the registered car only and permits the student access to campus parking for one school year. Students that violate parking regulations are subject to the following consequences:

Warning notices, formal police reports, possible fines, and/or towing of the vehicle.  
(Consequences are dependent on the nature of the infraction.)



Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal's discretion. [For further information, see policy FP.]

An explanation of the following fees may be obtained from the student's home campus.

<b>2022-2023 Middle School Student Fees</b>		
<b>Department</b>	<b>Fee</b>	<b>Explanation</b>
Art	Not to exceed \$10	
Band	Not to exceed \$175	
Cheer	Not to exceed \$700	Camp, practice wear and uniform rental
Chess Club	\$5.00	Supplies
Choir	Not to exceed \$20	
Community Service Club	\$5.00	Supplies
Kitty Hawk Help Club	\$15.00	Supplies
Kirby Middle School Heritage Club	\$20.00	Supplies
Drama Club	\$20.00	Supplies, T-Shirt
Hip/Hop Dance Club (JMS only)	\$30.00	Uniforms/Costumes
History/Geography Club	\$15.00	Membership Fee, T-Shirt, and Supplies
International Language Club	\$5.00	Membership Fee
Library	Reasonable Cost of book	Cost of book if lost or damaged
National Junior Honor Society	\$5.00-\$20.00 \$3.00	Membership Fee, T-Shirt Induction fee
Never Been Absent Club (NBA) (KHMS only)	\$15.00	Membership Fee, T-Shirt
Orchestra)	Not to Exceed \$155	
Photography Club	\$20.00	Supplies
Physical Education	Not to Exceed \$25	PE Uniform (Shirt/Shorts)
Robotics (Kirby Middle School)	\$60.00	Student Fee
Southwest Texas Academic Literary League (STALL)	\$20.00	Supplies, Competition Registration Fee
Spanish Club	\$15.00	Membership Fee
Step Team	\$15.00	Membership Fee
Student Council	\$15.00-\$25.00	Membership Fee
Student ID Replacement	\$5.00	Resource Reimbursement
Theatre	Not to exceed \$20.00	
Chromebook Insurance	\$25.00 or less	Chromebook Insurance

### **Middle School Athletics**

**Girls Athletics:** Volleyball, Basketball, Track, Tennis, Cross Country, and Soccer, and Softball

**Boy Athletics:** Football, Basketball, Track, Tennis, Cross Country, and Soccer, and Baseball

### **There are no Mandatory fees for Middle School Athletics.**

All athletes are encouraged to purchase School Athletic Shorts and T-Shirts so that all athletes are dressed alike. These sets range in price from \$15.00 - \$20.00.

A payment plan is available for those that cannot afford the entire amount. Athletes keep any items that they purchase.

**No athlete will be denied the opportunity to participate in Middle School Athletics because they could not afford to purchase athletic items.**

### **MS Band Student Fee Explanation**

<b>Metzger</b>	
JISD Instrument Usage Fee	\$60.00
Tuxedo Shirt	\$20.00
Band T-shirt	\$15.00
Spring Festival (opt)	\$80.00
<b>Total</b>	<b>\$175.00</b>

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<b>Woodlake</b>	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00
Spring Festival (opt)	\$80.00
<b>Total</b>	<b>\$155.00</b>

<b>Judson MS</b>	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00
Band Polo	\$21.00
Tuxedo Shirt (Honors Only)	\$21.00
Book	\$10.00
Binder	\$4.00
<b>Total</b>	<b>\$131.00</b>

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<b>KHMS</b>	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00
Tuxedo Shirt (Honors Only)	\$21.00
Bow Tie	\$10.00
<b>Total</b>	<b>\$106.00</b>

<b>Kirby</b>	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00

T-shirt & Binder/Supplies	\$25.00
<b>Total</b>	<b>\$100.00</b>

Instrument Usage fee is only for students that use school owned instruments.

Students already in the program may not need to purchase some items.

### MS Choir Student Fee Explanation

<b>Kirby</b>	
T-shirt & Supplies	\$20.00
<b>KHMS</b>	
T-shirt & Supplies	\$20.00
<b>Woodlake</b>	
T-shirt	\$12.00
<b>Metzger</b>	
T-shirt & Supplies	\$20.00
<b>Judson MS</b>	
T-shirt & Supplies	\$20.00

### MS Orchestra Student Fee Explanation

<b>Woodlake</b>	
JISD Instrument Usage	\$60.00
T-shirt	\$12.00
Spring Festival (opt)	\$80.00
<b>Total</b>	<b>\$152.00</b>
<b>Kirby</b>	
JISD Instrument Usage Fee	\$60.00
T-shirt and Supplies	\$20.00
<b>Total</b>	<b>\$80.00</b>
<b>Judson MS</b>	
JISD Instrument Usage Fee	\$60.0
T-shirt	\$10.00
<b>Total</b>	<b>\$70.00</b>
<b>Metzger</b>	
JISD Instrument Usage Fee	\$60.00
T-shirt	\$15.00
Tuxedo Shirt & Bow tie	\$20.00
Spring Festival (opt)	\$80.00
<b>Total</b>	<b>\$175.00</b>

<b>KHMS</b>	
JISD Instrument Usage Fee	\$60.00
T-shirt	\$15.00
Spring Festival (opt)	\$80.00
<b>Total</b>	<b>\$155.00</b>

### MS Art Fees

MS Art 1 & 2	\$5.00
HS Art 1	\$10.00

Instrument Usage fee is only for students that use school owned instruments.

<b>2022-2023 High School Student Fees</b>		
<b>Department</b>	<b>Fee</b>	<b>Explanation</b>
Accuplacer	\$15.00	
AP Exams	\$10.00-\$25.00	
Art	Not to exceed \$40.00	
Art Club	\$20.00	
Astronomy Guild (JHS)	\$10.00 per semester	
Band	Not to exceed \$460	
Bowling Club	\$15.00/\$100.00	\$15.00 Tryout Fee/\$100.00 Participation to cover lineage
Calculator Rental	\$10.00	Replacement Fee \$115.00
Cheer	Not to exceed \$1500.00	
Cheer Optional Fee	\$800.00	Competition fees
Choir	Not to exceed \$30.00	
Color Guard	Marching Not to exceed \$565 Percussion-Indoor Not to exceed \$390	
Debate	\$10.00	Debate I, Debate Team II, III, IV \$100.00
Drama Club	\$10.00	Students are welcome to participate in fundraisers which waives fee
Dance	Not to exceed \$960.00	
French Club	\$5.00	
Gay Straight Alliance (GSA)	\$10.00	
International Language Club	\$10.00	
International Thespian Club	JECA \$15.00	
History/Geography Club	\$10.00	
ID replacement	\$5.00	
JCARE Loaner Clothing	\$1.00-\$20.00	Replacement fee
JROTC	\$75.00	Corps Fee – initial uniform rental & alterations
JROTC Lost Uniform	Up to \$400.00	Lost uniform to include uniforms returned dirty or unserviceable
JROTC Drill/Color Guard Teams	\$75.00	
JROTC PT/Orient/Rocket Teams	\$45.00	
JROTC Cadet Leadership Course	\$250.00	Camp fee
Key Club	JECA \$15.00	
Mu Alpha Theta	\$5.00	
National Honor Society	\$20.00	
Orchestra	Not to exceed \$110.00	

Parking	\$10.00	
Partners Club w/Special Olympics	\$5.00	Registration Fee
Physical Education	Not to Exceed \$25	PE Uniform (Shirt/Short)
Robotics	\$20.00 (JECA \$50.00)	
Science Club	\$15.00 JHS \$45.00 includes entry fee, t-shirt, activity log folder & membership card.	Field trip costs are separate and must be paid in full a week prior to date of field trip.
Spanish Honor Society	\$10.00	
Spanish Club (JHS)	\$10.00	
Student Council	\$20.00	
Student ID Replacement	\$5.00	
Textbooks	Lost/Damaged	
Transcripts	\$2.00	
Young Men of Wagner	\$7.00	
Young Women of Wagner	\$5.00	

## HS Band Student Fees

<b>JHS - Band</b>	
Varsity Fair Share Fee	\$100.00
Meals	\$70.00
Instrument usage	\$60.00
Band T-Shirt	\$14.00
Uniform Package	\$35.00
Uniform Performance Shirt	\$52.00
Band Shoes	\$46.00
Water Jug	\$34.00
Volunteer Opt Out Fee	\$75.00
<b>Total</b>	<b>\$456.00</b>
<b>JHS - Color Guard</b>	
Varsity CG Fair Share Fee	\$100.00
Meals	\$40.00
Band T-shirt sm-lg	\$14.00
Band T-shirt xl-4xl	\$16.00
Warm-ups	\$100.00
Unitard	\$35.00
Practice Flag	\$35.00
Shoes	\$42.00
Duffel Bag	\$35.00
T-Shirt	0.00
Gloves	\$23.00
Water Jug	\$35.00
Volunteer Opt Out Fee	\$75.00
<b>Total</b>	<b>\$562.00</b>
<b>JHS - Winter Guard</b>	
Var. WG General Expenses (Design, Equip, Uniform, Supplies)	\$345.00
JV WG General Expenses	\$200.00
WG Show Shirt	\$18.00
WG Shoes	\$12.00

Earrings	\$12.00
<b>Var. WG General Total</b>	<b>\$387.00</b>
<b>JV WG General Total</b>	<b>\$242.00</b>
<b>VMHS – Band</b>	
Fair Share Fee	\$125.00
Meals	\$50.00
Instrument Usage	\$60.00
Band Polo	\$34.25
Short Sleeve Top	\$19.50
Band Shoes	\$50.00
<b>Total</b>	<b>\$338.75</b>
<b>VMHS – Guard</b>	
Fair Share Fee	\$100.00
Meals	\$50.00
Jazz Shoes	\$38.00
Band Polo	\$34.25
Gloves/Rifle	\$55.00
Duffle Bag	\$21.25
Water Jug	\$18.00
Team Jacket	\$44.00
Team Pants	\$48.50
<b>Total</b>	<b>\$409.00</b>
<b>VMHS - Winter Guard</b>	
Fair Share (Equip, Props, Design, Music/Copy Right)	\$260.00
Show Shirt	\$15.00
<b>Total</b>	<b>\$275.00</b>
<b>VMHS - Indoor Percussion</b>	
Fair Share (Design, Equip, Uniform, Supplies)	\$120.00
WG Show Shirt	\$18.00
<b>Total</b>	<b>\$138.00</b>
<b>WHS – Band</b>	
Fair Share Fee	\$100.00
Meals	\$50.00
Instrument Usage Fee	\$60.00
Blk Compression Shirt	\$25.00
Band Shoes	\$35.00
Band T-shirt	\$15.00
<b>Total</b>	<b>\$285.00</b>
<b>WHS – Color Gard</b>	
Fair Share Fee	\$100.00
Meals	\$50.00
T-shirt	\$15.00
Shoes	\$40.00
Guard Gloves	\$45.00
<b>Total</b>	<b>\$250.00</b>

<b>VMHS – Winter Guard</b>	
Fair Share (Equip, Props, Design, Music/Copy Right)	\$280.00
Show Shirt	\$15.00
<b>Total</b>	<b>\$295.00</b>

If students have been in the program, they may NOT need to purchase certain items, unless they do not fit or need replacing. Instrument Usage fee is only for students that use school owned instruments.

## HS Choir Student Fees

<b>JHS</b>	
JHS Activity Fee	\$20.00
Bow Tie (if needed)	\$5.00
<b>Total</b>	<b>\$25.00</b>
<b>VMHS</b>	
Choir Activity Fee	\$20.00
Men's necktie	\$10.00
<b>Total</b>	<b>\$30.00</b>
<b>WHS</b>	
Choir Activity Fee	\$20.00
<b>Total</b>	<b>\$20.00</b>

## HS Orchestra Student Fee

<b>JHS</b>	
JISD Instrument Usage Fee	\$60.00
T-shirt and Supplies	\$20.00
<b>Total</b>	<b>\$80.00</b>
<b>WHS</b>	
JISD Instrument Usage Fee	\$60.00
T-shirt and Supplies	\$20.00
Opt out Fundraiser	\$25.00
<b>Total</b>	<b>\$105.00</b>
<b>VMHS</b>	
JISD Instrument Usage Fee	\$60.00
T-shirt and Supplies	\$25.00
<b>Total</b>	<b>\$85.00</b>

Instrument Usage fee is only for students that use school owned instruments.

## HS Dance Student Fees

<b>JHS</b>			
	Varsity	JV	Pep
Black High Waisted Leggings: XS, S, M, L	\$32.00	\$32.00	\$32.00
Body Tights-Mocha	\$23.00	\$23.00	
Body Tights-Tan	\$23.00	\$23.00	\$23.00
Boys Black Jazz Pants	\$40.00	\$40.00	\$40.00

	0	0	0
Boys Pep Squad Uniform Top			\$71.00
Boys Practice Top Embroidered Logo Only	\$13.00	\$55.00	\$55.00
Boys Practice Top w/logo	\$65.00	\$52.00	\$52.00
Field Boots	\$69.00	\$69.00	
Fleece Jacket	\$43.00	\$43.00	\$43.00
Hat Band Only	\$5.00		
Hat Box	\$6.00		
Hat Cover	\$6.00		
Hat Scallop Concho Only	\$16.00		
Hat with Scallop Concho, String, and Hat Band	\$61.00		
Jazz Shoes – Black	\$35.00	\$35.00	\$35.00
Jazz Shoes – Tan	\$35.00	\$35.00	\$35.00
Pink Out T-shirt – XS, S, M, L	\$16.00	\$16.00	\$16.00
Practice Top Embroidered Logo Only	\$13.00		
Practice Top – XS, S, M, L	\$55.00	\$42.00	\$42.00
Shorts	\$24.00	\$24.00	
Spirit Day T-shirt	\$21.00	\$21.00	\$21.00
Team Sports Bra	\$24.00	\$24.00	\$24.00
Tennis Shoes	\$58.00	\$58.00	\$58.00
Varsity Dance and Social Officer Camp Tank Top	\$16.00		
Varsity Dance and Social Officer Camp T-shirt	\$21.00	\$21.00	
Varsity Dance and Social Officer Jacket Rank	\$13.00		
Warm Up Jacket Team Name Only	\$15.00		
Warm Up Jacket – XS, S, M, L	\$69.00	\$69.00	
Warm Up Pants – XS, S, M, L	\$30.00	\$30.00	
White Briefs	\$16.00	\$16.00	\$16.00
<b>Total</b>	<b>\$954.00</b>	<b>\$819.00</b>	<b>\$563.00</b>

<b>VMHS</b>	
Field Hat	\$87.00
Body tights	\$16.00



Team Leggings	\$27.00
Turning Shoes	\$18.00
Black Jazz Shoes	\$24.00
Team Jersey	\$33.00
Team Poms	\$39.00
Dance Team Bag	\$50.00
Varsity Team Camp	\$215.00
Dance Team Warm-ups	\$92.00
Team Boots	\$68.00
Team Earrings	\$12.00
Team Game Day to embroidery	\$20.00
Team Bag embroidery	\$20.00
Team Bra	\$25.00
<b>Total</b>	<b>\$718.50</b>
<b>JV Items</b>	
JV Uniform dress	\$80.00
Body Tights	\$16.00
Team Leggings	\$27.00
Tan Jazz Shoes	\$24.00
Black Jazz Shoes	\$24.00
Team Jersey	\$33.00
Team Poms	\$39.00
Dance Team Bag	\$52.00
JV Team Camp	\$215.00
Dance Team Warm-ups	\$92.00
Team Earrings	\$12.00
Team Bra	\$25.00
<b>Total</b>	<b>\$681.00</b>
<b>Pep Squad Items</b>	
Team Backpack	\$46.00
Pep Uniform Top	\$45.00
Pep Uniform Bottoms	\$37.00
Team Jersey	\$33.00
Pom Poms	\$33.00
Tan Jazz Shoes	\$24.00
Black Jazz Shoes	\$24.00
Team Leggings	\$27.00
Dance Team Warm-ups	\$92.00
<b>Total</b>	<b>\$361.00</b>
<b>WHS</b>	
High Waist Leggings	\$30.00
High Waist Shorts	\$17.00
Black V Neck Racer Back Top	\$23.00
Red Bow	\$9.00
Team Backpack	\$35.00
Boots	\$60.00
Tan Jazz Shoes	\$28.00
Black Jazz Shoes	\$28.00

Black Sports Bra	\$16.00
Body Tights	\$13.00
Team Earrings	\$7.00
Rain Poncho	\$15.00
Team Jersey	\$40.00
Warm-ups	\$135.00
<b>Total</b>	<b>\$456.00</b>

If students have been in the program, they may NOT need to purchase certain items, unless they do not fit or need replacing.

## HS Cheer Student Fees

<b>JHS</b>		
Cheer Camp	\$500.00	Instructors, Meals, Lodging
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Other	\$500.00	Strength and Conditioning training program, Game Day uniform, bows, Spirit wear
<b>Total</b>	<b>\$1500.00</b>	
<b>VMHS</b>		
Cheer Camp	\$500.00	Instructors, Meals, Lodging
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Other	\$500.00	Strength and Conditioning training program, Game Day Uniform rental, bows, Spirit wear, choreography, tumbling
<b>Total</b>	<b>\$1500.00</b>	
<b>WHS</b>		
Cheer Camp	\$500.00	Instructors, Meals, Lodging
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Other	\$500.00	Strength and Conditioning training program, Game Day uniform rental, bows, Spirit wear, choreography, tumbling
<b>Total</b>	<b>\$1500.00</b>	

If students have been in the program, they may NOT need to purchase certain items, unless they do not fit or need replacing.

## HS Theatre Student Fees

<b>JHS</b>	
No Fees	
<b>WHS</b>	
Fair Share	\$60.00
<b>VMHS</b>	
Show Shirts (2)	\$30.00
Drama Club (Opt)	\$15.00
Thespian (Opt)	\$15.00
TX Forensics (Opt)	\$15.00
<b>Total</b>	<b>\$75.00</b>

## HS Art

Art 1	\$10.00	Per term
Art 2 – 4	\$15.00	Per term
AP Studio Art	\$20.00	Per term
VASE Entry	\$20.00	Optional

2023-2024 High School Athletic Fees		
Football	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/game day shirt)
Cross Country	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/game day shirt)
Volleyball	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/team shirt)
Swimming	No Mandatory Fee Required items not to exceed \$100.00	
Basketball	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/game day shirt)
Wrestling	Mandatory UIL fee \$5.00	Optional Items Not to exceed \$55.00 (i.e., Shoes, mouth guard)
Golf	Not to exceed \$385.00	
Soccer	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/game day shirt)
Softball	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/cap/game day shirt)
Baseball	No Mandatory Fee	Optional Items Not to exceed \$70.00 (i.e., T-shirt/shorts/cap/game day shirt)
Track	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts)
Student Trainers	No Mandatory Fee	Optional Items Not to exceed \$150.00

### High School Physical Education Fees

#### Judson High School

Require PE students to purchase shorts and/or t-shirt for \$25.00 per set. Will provide a set until they can afford to purchase a set.

#### Veterans Early College High School

Require PE students to purchase shorts and/or t-shirt for \$25.00 per set. Will provide a set until they can afford to purchase a set.

#### Wagner High School

Require PE students to purchase shorts and/or t-shirt for \$25.00 per set. Will provide a set until they can afford to purchase a set.

All High School Athletes keep all items that they purchase. If an athlete cannot afford to purchase an item, coaches set up a payment plan.

No athlete has ever been denied the opportunity to participate in a High School Athletic Program because they could not afford to purchase athletic items.

2022-2023 CTE Related Student Fees			
Department	Fee	Description	Arrangements
BPA	\$37.00	State and national membership fees, shirt	Installment payments, and/or fundraising
Cosmetology	\$225.00	Permit Application fee \$25 first year, Cosmetology kit \$200 (kit expense begins 2 <sup>nd</sup> year in the program and divided over 3 yrs.)	
Criminal Justice	\$55.00	TPSA membership fee; polo embroidered shirt	Installment payments, and/or fundraising
DECA	\$37.00	State and national membership fees; shirt	Installment payments, and/or fundraising
FCS (Middle School)	\$10.00	Special sewing supplies used to create project(s) that student keeps and/or may use in FCCLA competition	Waived if unable to pay
FCCLA	\$35.00	State and national membership fees; t-shirt	Installment payments, and/or fundraising
FCCLA (Culinary Fee)	\$36-45.00	Culinary students pay an additional fee for their chef coat & hat used in servicing at local functions	Installment payments, and/or fundraising
HOSA (Health Occupations Students of America)	\$25.00	State/national registration fee	Installment payments, and/or fundraising
Health Science Internship	\$335.00	(2) sets of scrubs (tops/pants), stethoscope, CPR one-way valve mask, Gait belt, name tag, (2) Judson patches; \$165.00 State Certification exam & end - of-year banquet.	Installment payments, fundraising and/or sponsorship donations
Human Services Internship	\$55.00	State required fingerprinting, CPR, and polo shirt	Installment payments, and/or fundraising
Media Technology	\$10.00	Flash drive for electronic portfolio. Students can provide their own.	
SkillsUSA	\$20.00	Organization membership fee and t-shirt	Installment Payments, and/or fundraising
TAFE (Texas Association of Future Educators)	\$30.00	State and national dues; t-shirt	Installment Payments, and/or fundraising
Trade & Industrial Programs (Middle School) (High School)	\$30-50 \$40-	Safety glasses, gloves, coveralls, car plugs (special supplies used to create project(s) that student keeps and/or use in SkillsUSA competition(s))	Installment payments, fundraising, or waived if unable to pay

School)	65		
Ag Programs (FFA (Future Farmers of America) Membership)	Memberships paid through JHS FFA Affiliation	FFA is an optional program – it is not required for enrollment into the Ag programs; however, if a student chooses to purchase & raise an animal, membership in FFA is required.	All costs can be paid by installment payments and/or arrangements made with the instructor
Barn Fee/Cattle	\$150.00	Per animal	Barn/pen fees cover the costs of barn & animal supplies, health supplies & medicine, and/or small tools or equipment, and equipment maintenance within the Ag Science Complex
Barn Fee/Swine	\$100.00	Per animal	
Barn Fee/Sheep & Goats	\$100.00	Per animal	
Barn Fee/Poultry	\$100.00	Per pen of 50 broilers or 20 turkeys	A detailed list of specific items will be provided at the first meeting of the various project groups.
Each additional animal	\$100.00		
Clean Up Fee	\$100.00	Per Species, students may choose to participate in clean-up day or pay the fee	Alternative arrangements can be made with the teacher

BPA=Business Professionals of America; DECA=Marketing Association; FCS family Consumer Science; FCCLA=Family, Career & Community Leaders of America; FFA=Future Farmers of America; HOSA=Health Occupations Students of America; TAFE=Texas Association of Future Educators

CTSO Membership fees are non-refundable by state and national organizations.

## Food and Drinks

### (All Grade Levels)

Food and drinks are not allowed in the hallways and classrooms during the instructional day, with the exception of bottled water. Bottled water must be in a clear container. Styrofoam cups, Yeti or other types of closed containers are prohibited. Any exceptions will require approval from the campus principal and will be for a specific purpose or academic reason.

## Fundraising

### (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct

fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

## Gang-Free Zones

(All Grade Levels)

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

## Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 70.]

## Grade-Level Classification

(Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Classification Requirements	Credits Required	Course Credit for Classification
First-year student	0-4.5	N/A
Sophomore	5.0-10.5	1.0 credit of English 1.0 credit of Mathematics
Junior	11.0-16.5	2.0 credits of English 2.0 credits of Mathematics 2.0 credits of Social Studies 2.0 credits of Science
Senior	17.0+	Required Credits – course credit for graduation is dependent upon endorsement and graduation plan, please see your school counselor and/or academic advisor.  3.0 credits of English 3.0 credits of Mathematics 3.0 credits of Social Studies 3.0 credits of Science

- Grade level advancement for students in grades 9-12 shall be based by course credits (with a passing grade of 70%) and attendance rate (see below). Any required course failed/denied credit during the school year should be retaken through summer school, night school, correspondence, or credit-by-exam.
- Changes in grade level classification shall be made at the beginning of the

fall semester and after fall semester for special circumstances. Grade level advancement shall require the above earned state credits for all students entering grade 9 (EIE Local).

- Any student who does not meet the requirements for promotion at the beginning of the school year will be reclassified to the previous grade.
- Current classification requirements are subject to revision.
- Grade level classification is subject to change based on legislative updates.

## Grading Guidelines

### (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period.
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.).
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

### Grades Kindergarten

Kindergarten students will not earn grades. Rather their progress will be reported three times per year using the parent report from CLI Engage.

#### Grades 1 Grading Scale

Symbol	JISD Standard
E	Exceeds grade level expectation at this time in the school year
M	Meets grade level expectation at this time in the school year
N	Needs support to meet grade level expectations

#### Grades 2-5 Grading Scale

Symbol	JISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%

F	Grades from 69% and below
I	Incomplete
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

Note: Students are not to receive an Incomplete in the sixth six weeks.

#### Art, Music, and Physical Education Grading Scale

Symbol	JISD Standard	Clarifying Statement
E 90%- 100%	Excellent Achievement	Indicates mastery of grade-level content above that normally expected of a student at the same instructional level. – Advanced Development
S 80%- 89%	Satisfactory Achievement	Indicates mastery of grade-level content normally expected for the student's instructional level. – Developing as Expected
N 70%- 79%	Achievement Needs Improvement	Student does not yet meet expectations for mastery of grade-level content in one or more areas. (The teacher must include a comment that best describes the area of concern.) – More Development Needed
U 69% and below	Unsatisfactory Achievement	Indicates failure to perform at the expected instructional level. (The teacher must include a comment that best describes the area of concern.) – More Development Needed

#### Citizenship (Conduct) Grading Scale

Symbol	JISD Standard	Clarifying Statement
E	Excellent Conduct	Student always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, and always on task, and always follows grading expectations.
S	Satisfactory Conduct	Student usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, and usually on task, and usually follows grading expectations.



N	Conduct Needs Improvement	Student rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, and rarely on task, and rarely follows grading expectations.
U	Unsatisfactory Conduct	Student does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, and not on task, and does not follow grading expectations.

### Grades 6-12 Grading Scale

Symb ol	JISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%
F	Grades from 69% and below
I	Incomplete
NG	No grade: If a student has not been enrolled in school for a sufficient length of time or due to other extenuating circumstances

Note: Seniors are not to receive an Incomplete after the third nine weeks. Students in grades 6-11 are not to receive an Incomplete after the fourth nine weeks.

## Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

In addition, at certain grade levels a student – with limited exceptions - will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

### Elementary and Middle School Grade Levels

Promotion and course credit shall be based on mastery of the curriculum.

Grade 1 - Mastery of the curriculum in grade 1 shall be based on the student's progress in the subject area of English language arts and mathematics. In addition to satisfactory performance in these areas, the teacher shall determine that the student has mastered the skills necessary for success at the next level of instruction.

Grades 2-5 - In grades 2-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on grade-level standards for all subject areas and a grade of 70 or above in math and reading. Reading and writing scores may be averaged if it benefits the student.

Grades 6-8 - In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on grade and course-level standards for all subject areas and a grade of 70 or above in English language arts and reading (ELAR) and math.

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grade 3-8 is enrolled in a class or course intended for students above their current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which the student is enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

[See **Standardized Testing** on page 153.]

A student in grades 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE]

Certain students, - some with disabilities and some classified as English learners - may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on their state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child's participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a middle-school student who does not perform satisfactorily on their state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

### High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 101.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 107 and **Standardized Testing** on page 153.]

Release of Students from School  
[See **Leaving Campus** on page 130.]

## Report Cards/Progress Reports and Conferences

Report Cards shall be issued three times per year for Prekindergarten and kindergarten students. First grade skills based checklist and JISD Report Card (Grades 1-12) will be issued after every nine weeks grading period. Interim progress reports shall be issued for all students in grade 6-12 after the third and sixth week of each nine-week grading period. Students in grades 2-5 shall be issued Interim progress reports after the fourth week of each nine-week grading period. Additional progress reports may be issued at the teacher's discretion.

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow

the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines** on page 102 for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

[See **Report Cards/Progress Reports and Conferences** on page 106 for additional information on grading guidelines.]

## Graduation

(Secondary Grade Levels Only)

### Requirements for a Diploma

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

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

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

### Testing Requirements for Graduation

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

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

A student who does not achieve sufficient scores will have opportunities to retake the assessments.

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

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

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

[See **SAT, ACT, and Other Standardized Tests** on page 140.]

### Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM).
- Business and Industry.
- Public Service.
- Arts and Humanities; and
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual

credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

### Credits Required

All students must meet the following credit and course requirements for graduation under the programs listed:

Course Area	Foundation HSP
English/Language Arts	<b>4 credits</b> English I, II, III and an advanced English Course
Mathematics	<b>3 credits</b> Algebra I Geometry An advanced math course
Science	<b>3 credits</b> Biology, IPC, or an advanced science course An advanced science
Social Studies,	<b>3 credits</b> U.S. History, U.S. Government (0.5 credit) Economics (0.5 credit) World History or World Geography
Physical Education	<b>1 credit</b>
Languages other than English	<b>2 credits</b> In the same language 2 credits From Computer Science
Fine Arts	<b>1 credit</b>
Speech	<b>Demonstrated proficiency</b>
Electives	<b>5 credits</b>
<b>Total</b>	<b>22 credits</b>

Endorsements	<p>A student may earn an endorsement by successfully completing:</p> <ul style="list-style-type: none"> <li>• Curriculum requirements for the endorsement</li> <li>• A total of four credits in mathematics</li> <li>• A total of four credits in science</li> <li>• Two additional elective credits</li> </ul>
STEM	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the STEM career cluster</li> <li>• Computer science</li> <li>• Mathematics</li> <li>• Science</li> <li>• A combination of no more than two of the categories listed above</li> </ul>
Business and Industry	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the Agriculture, Food &amp; Natural Resources; Architecture &amp; Construction; Arts, Audio/Video, Technology &amp; Communications; Business Management &amp; Administration; Finance, Hospitality &amp; Tourism; Information Technology Manufacturing, Marketing; Transportation, or Distribution &amp; Logistics CTE career cluster</li> <li>• The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook</li> <li>• Technology applications</li> <li>• A combination of credits from the categories listed above</li> </ul>
Public Services	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the Education &amp; Training; Government &amp; Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster</li> <li>• JROTC</li> </ul>
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• The same language in Languages Other Than English</li> <li>• Two levels in each of two languages in Languages Other than English</li> <li>• American Sign Language (ASL)</li> <li>• Courses from one or two categories (art, dance, music, and theater) in fine arts</li> <li>• <u>English electives that are not part of Business and Industry</u></li> </ul>
Multidisciplinary Studies	<p>A coherent sequence or series of courses from one of the following:</p> <ul style="list-style-type: none"> <li>• Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence</li> <li>• Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics</li> <li>• Four credits in AP, IB, or dual credit selected from English, mathematics, science,</li> <li>• social studies, economics, languages other than English, or fine arts</li> </ul>
	<b>Total Credits w/endorsements - 26</b>
Distinguished Level of Achievement	<ul style="list-style-type: none"> <li>• A total of four credits in math, including credit in Algebra II</li> <li>• A total of four credits in science</li> </ul> <p>Completion of curriculum requirements for at least one endorsement</p>
Performance Acknowledgments	<p>For outstanding performance</p> <ul style="list-style-type: none"> <li>• In a dual credit course</li> <li>• In bilingualism and biliteracy</li> <li>• On an AP test or IB exam</li> <li>• On the PSAT, the ACT-Plan, the SAT, or the ACT</li> <li>• For earning a nationally or internationally recognized business or industry certification or license</li> </ul>

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

- An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
- Test data where a student receives:
  - a. A score of three or above on an Advanced Placement (AP) exam.
  - b. A score of four or above on an International Baccalaureate (IB) exam; or
  - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation
    - i. As part of the National Hispanic Recognition Program (NHRP) of the College Board; or
    - ii. As part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation.
  - d. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
- College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Additional considerations apply in some course areas, including:

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



- or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### Available Endorsements

A Student must specify upon entering grade 9 which endorsement the student wishes to pursue.

Art and Humanities, Business and Industry, Public Service, STEM, and Multidisciplinary Students are highly encouraged to earn a Distinguished Level of Achievement and Performance Acknowledgements. EIF(LEGAL) EIF(LOCAL)

### FAFSA/TASFA

College and Professional school counselors assist students with the process of completing FASFA and TASFA. Financial aid nights are conducted throughout the school year for assistance. Counselors conduct guidance lessons sharing the importance and benefits of completing FASFA/TASFA. Judson ISD has an agreement with college connections that also provides assistance and monitoring of FASFA/TASFA completion.

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

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

Please contact the school counselor for more information.

The district will confirm that a student has completed and submitted a FAFSA or TASFA in accordance with TEA guidelines. To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit the confirmation information in SchoolLinks (JISD college and career readiness platform) or to the campus College Counselor.

### Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a

student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school counselor will review personal graduation plan options with each student entering grade 9 and with their parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review TEA's Graduation Toolkit (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation by a student's 10<sup>th</sup> grade year.

### Distinguished Level of Achievement

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science

Completion of curriculum requirements for at least one endorsement. EIF(LEGAL)  
EIF(LOCAL)

### Performance Acknowledgments

- A total of four credits in math, including credit in Algebra II
- A total of four credits in science

Completion of curriculum requirements for at least one endorsement.

For outstanding performance in a dual credit course, in bilingualism and biliteracy, on an AP test or IB exam, on the PSAT, the ACT-Plan, the SAT, or the ACT, for earning a nationally or internationally recognized business or industry certification or license.  
EIF(LEGAL) EIF(LOCAL)

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduation with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. As student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcripts. Performance acknowledgments are available for outstanding

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

### Available Endorsements

A student must specify upon entering grade 9 which endorsement the student wishes to pursue:

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

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

### Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

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

### Certificates of Coursework Completion

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

### Students with Disabilities

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

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the

provisions of their individualized education program (IEP) and in accordance with state rules.

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

A student who receives special education services and has completed four years of high school but has not met the requirements of the student's IEP may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, the student may remain enrolled to complete the IEP and earn their high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

### Graduation Activities

Graduation activities will include:

- Clear all obligations to the school and the District
- Be present at practice sessions, unless prior arrangements are made with the principal
- Wear the appropriate clothing as specified by the principal
- Conduct themselves in an acceptable manner during practice sessions and the ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee will not be allowed to participate in graduation activities. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable state and local requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year may not be allowed to participate in the graduation ceremony and related graduation activities. The final decision will be made by the Deputy Superintendent of Student Support Services.

### Graduation Speakers

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

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be

notified by the principal and given an opportunity to volunteer.

All student speaking roles are subject to pre-approval by the campus principal. All speeches will be scripted and speakers may deviate from the script.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 157.]

### Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 86.]

### Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants towards tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program. (See **College and University Admissions and Financial Aid** on page 60 for more information.)

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

### Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 70.]

### Hazing

#### (All Grade Levels)

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

- Any type of physical brutality.
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances.
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and

- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 50 and policies FFI and FNCC for more information.]

## Health Problems, Illness, And Injury

Please inform the school nurse of any past or present health problems so that the school may provide the best care for all students, both physically and emotionally.

School personnel provide first aid for injuries or illness that occurs at school only. Injuries which happen at home should be taken care of at home. Serious injuries or those that may need further medical treatment will be referred to the parents immediately.

A child having a fever of 100 or higher will not be allowed to stay in school. Students who are ill in the morning should not be sent to school. This only exposes the other students to illness and spreads germs. The child must remain home until he/she is fever free without fever reducing medications for 24 hours. Giving such medications may mask serious symptoms.

## Health - Physical and Mental

### Illness

#### (ALL GRADE LEVELS)

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

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, the child must stay out of school until fever-free for 24 hours without the use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID- 19.

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

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or

illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

### Use of Crutches/Wheelchairs/Assistive Devices

If a student has had surgery or has been injured and is required to use a wheelchair, crutches, a neck brace, or any other assistive device while at school, the following must be followed to provide reasonable accommodations during the school day:

1. A physician's statement regarding the specific limitations and duration of the assistive device.
2. If a student is using a wheelchair another student or staff member will be assigned to push the wheelchair if the student is unable to wheel themselves.
3. The campus wheelchair is only for emergency purposes and is not intended for student daily use
4. Parents/guardians are responsible for obtaining crutches, wheelchairs, and other assistive devices prescribed by their physician.

### Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form

(<https://dshs.texas.gov/immunize/school/exemptions.aspx>) online or by writing to this address:

Texas Department of State Health Services  
Immunization Section, Mail Code 1946  
P.O. Box 149347 Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

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

- Hepatitis A

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

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

[For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 119.]

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements](https://www.dshs.state.tx.us/immunize/school/default.shtm) (<https://www.dshs.state.tx.us/immunize/school/default.shtm>).]

## Bacterial Meningitis (All Grade Levels)

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

### What is meningitis?

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

### What are the symptoms?

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

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

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

### How serious is bacterial meningitis?

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



### How does bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

### How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

### Where can you get more information?

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

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

[See **Immunization** on page 118 for more information.]

Lice  
(All Grade Levels)

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

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

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.state.tx.us/schoolhealth/lice.shtml) (<https://www.dshs.state.tx.us/schoolhealth/lice.shtml>).

[See policy FFAA for more information.]

### Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma, or a severe allergy as described below or as otherwise allowed by law.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by

the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

- The district will have Tylenol, Benadryl and EpiPen on hand in case of emergency and for standing orders provided by our medical director.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply their own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

### Asthma and Severe Allergic Reactions

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

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

### Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

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

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities. For additional information, see FFAC(LOCAL).

#### Steroids (Secondary Grade Levels Only)

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

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

Students participating in UIL athletic competitions may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at: <http://www.uiltexas.org>

#### Mental Health Support (All Grade Levels)

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

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

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

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

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend

that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 24 and **Consent to Provide a Mental Health Care Service** on page 26 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information.
- **Counseling** on page 64 for the district's comprehensive school counseling program.

## Physical Activity Requirements

### Elementary School

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

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

### Middle School

The district will ensure that students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

## Temporary Restriction from Participation in Physical Education

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

## Physical Fitness Assessment (Grades 3-12)

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

## Physical Health Screenings/Examinations

### *Athletics Participation (Secondary Grade Levels Only)*

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

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

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

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

See the UIL's explanation of sudden cardiac arrest for more information.

### Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent, or see policy FFAA(LEGAL).

### Other Examinations and Screenings (All Grade Levels)

[See policy FFAA for more information.]

### Special Health Concerns (All Grade Levels)

#### **Bacterial Meningitis (All Grade Levels)**

Please see the district's website at [www.judsonisd.org](http://www.judsonisd.org) for information regarding meningitis.

**Note:** Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization** on page 118.]

#### **Diabetes**

In accordance with a student's individual health plan for management of diabetes, a

student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

### **Food Allergies (All Grade Levels)**

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis.

([dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/](https://dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/))

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at your child's campus.

[See **Celebrations** on page 55 and policy FFAF for more information.]

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 5 meetings. Additional information regarding the district's SHAC is available from the Director of Health Services at (210) 945-4586.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at [www.judsonisd.org](http://www.judsonisd.org).

The duties of the SHAC include:

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

suicide prevention services

[See policies at BDF and EHAA. See **Consent to Human Sexuality Instruction** on page 24 for additional information.]

### Seizures

#### (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A student with Physical or Mental Impairments Protected under Section 504** on page 145 and contact the school nurse for more information.]

### Student Wellness Policy / Wellness Plan

#### (All Grade Levels)

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

### Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device (vape pens) while on school property or while attending an off-campus school-related activity.

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

### Other Health-Related Matters

#### (All Grade Levels)

#### VENDING MACHINES (ALL GRADE LEVELS)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Child Nutrition Department at (210) 945-6720. [See policies at CO and FFA.]

### ASBESTOS MANAGEMENT PLAN

#### (All Grade Levels)

The district works diligently to maintain compliance with federal and state law



governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator, at (210) 945-1200.

### PEST MANAGEMENT PLAN

#### (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may call (210) 559-6549.

## Homeless Students

### Services for the Homeless and the Title 1 Participants

The JISD Homeless Liaison provides services for students and families experiencing transition due to – loss of housing and/or financial hardship. The term “homeless” means: “individuals who lack a fixed, regular, and adequate nighttime residence.

If you, or someone you know, is in need of support, please direct them to the Judson ISD Homeless Liaison for Children and Youth, McKinney Vento, and Foster Care Liaison 210- 945-5362.

The Federal Programs and Grant Administrator supports campus principals and works with parents of students participating in Title I at risk programs.

## Homework

#### (All Grade Levels)

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce TEKS (Texas Essential Knowledge and Skills) taught in the classroom and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a discipline consequence.

## Illness

[See **Health Problems, Illness, and Injury** on page 117.]

## Law Enforcement Agencies

(All Grade Levels)

### Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

### Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

### Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school- sponsored or school-related activity on our off-school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

### Leaving Campus

(All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up

from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon their return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied. Parents may not hire any ride services such as Uber or Lyft to pick up their child.

If a student is 18 years of age or is an emancipated minor, the student may sign themselves out of school for scheduled appointments. Documentation regarding the reason for the absence will be required.

### During Lunch

All JISD campuses are considered closed campuses and no student may leave during lunch without a parent.

### At Any Other Time during the School Day

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

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

## Lost and Found

### (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

## Makeup Work

### Makeup Work Because of Absence

#### (ALL GRADE LEVELS)

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

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

The student is encouraged to speak with their teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade** on page 47.]

A student involved in an extracurricular activity must notify their teachers ahead of time about any absences. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

### DAEP Makeup Work

#### ELEMENTARY AND MIDDLE / JUNIOR HIGH SCHOOL GRADE LEVELS

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, a distance learning program, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

#### GRADES 9–12

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

### In-School Suspension (ISS), Out-of-School-Suspension (OSS), and Campus Based Student Reassignment Center (SRC) Makeup Work (All Grade Levels)

#### Alternative Means to Receive Coursework

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

#### Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school

year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

## Nondiscrimination Statement

### (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary of Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Executive Director of Student and Family Support Services, 8205 Palisades Dr. Live Oak, TX 78233, (210) 945-5100, [mgarcia083@judsonisd.org](mailto:mgarcia083@judsonisd.org).

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, Monica Garcia, 8205 Palisades Drive, Live Oak, TX 78233, (210) 945-5230, [mgarcia083@judsonisd.org](mailto:mgarcia083@judsonisd.org).
- For all other concerns regarding discrimination, Aida Nava, 8012 Shin Oak, TX 78233, (210) 945-5100, [anava@judsonisd.org](mailto:anava@judsonisd.org).

[See policies FB, FFH, and GKD(LEGAL).]

## Nontraditional Academic Programs

(All Grade Levels)

The Judson Learning Academy (JLA), Judson CARE Academy (JCARE), and Judson Academy for Continuing Education (JACE) are non-traditional programs. Students in these programs also are required to meet the (Minimum) State Requirements for graduation.

## Parent and Family Engagement

(All Grade Levels)

### Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call your student's campus for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 106.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 164.]
- Participating in campus parent organizations. Parent organizations include PTA, PTO & PTSO.
- Serving as a parent representative on the district-level or campus-level



planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact Curriculum Department.]

- Serving on the School Health Advisory Council (SHAC), assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at BDF, EHAA, FFA.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held each month. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at JISD Administrative Offices and online at [www.judsonisd.org](http://www.judsonisd.org). [See policies at BED for more information.]

## Parking and Parking Permits

### (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance with the student's name on the policy to be eligible for a parking permit.

Students who wish to park on school property must obtain a parking permit for a fee of \$10.00. A parking permit is valid for the registered car only and permits the student access to campus parking for one school year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours
- Or access their vehicles without permission.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Students that violate parking regulations are subject to the following consequences:

- Warning notice, formal police report, possible fines, and/or towing.



Consequences are dependent on the nature of the infraction. Permits can be purchased from your home campus.

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

## Physical Examinations / Health Screenings

### Athletics Participation

#### (Secondary Grade Levels Only)

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

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

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

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

## Pledges of Allegiance and a Minute of Silence

### (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 32.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first-class period when September 11 falls on a regular school day. [See policy EC for more information.]

## Prayer

### (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not

encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

## Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

[Prekindergarten or Kindergarten] – Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1,2 or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

### Elementary and Middle / Junior High Grade Levels

In grades 2-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: Language arts, mathematics, science, and social studies.

In grades 9-12, promotion is based on the number of course credits earned.

### High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification** on page 101.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 107 and **SAT, ACT, and Other Standardized Tests** on page 140.]

## Release of Students from School

[See **Leaving Campus** on page 130.]

## Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

## Report Cards / Progress Reports and Conferences

(All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every week.

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of the grading period, the parent will be assessed to schedule a conference with the teacher.

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 102.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

## Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 70.]

## Safety

(All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct, or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

### Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

### Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

### Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

#### Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)
- [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/)

### Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent.
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment,

district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

### Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: [www.judsonisd.org](http://www.judsonisd.org), BrightArrow, News Media and the Judson ISD Facebook page @judsonisd.

[See **Communications** on page 61 for more information.]

### SAT, ACT, and Other Standardized Tests

[See **SAT, ACT and Other Standardized Tests** on page 140.]

### Schedule Changes (Middle and High School Grade Levels)

Students/Parents will receive a copy of the courses selected for the upcoming school year. If a change is necessary, dates will be posted online for times where Judson ISD counselors will be available for course schedule modification. If dates are not conducive to meet with the counselor in person, schedule change requests may be submitted in writing, with a parent's signature, to the campus Counseling Office. Changes requested at the beginning of the school year will require students to submit a request in writing to the counselor. A personal conference with the student, parents, and the counselor is **required** before any requested class schedule changes will be made. Schedule changes for students with disabilities receiving special education services must be made through an ARD meeting or Amendment to the IEP. Counselors will contact the campus Special Education Department should a student receiving special education services request a schedule change.

### School Facilities

#### Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's

designated asbestos coordinator.

### Child Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact your student's campus.

#### Title I

A campus with a poverty rate of at least 40%, based on free and/or reduced-price lunches under the National School Lunch Act, may be considered a School-wide Title I campus and receive additional federal funding.

Title I Campuses in Judson ISD:

#### All Elementary Campuses

For more information about the programs on these campuses that are funded with federal funds, please contact the campus principal.

Campuses that have a minimum percentage of identified students in the school year are eligible to serve free breakfast to all students. Household applications for free and reduced-price lunch are not collected for these campuses although the campus does collect Confidential Household Income Verification Sheets for accountability purposes. Campuses identified to also serve free lunch under the Community Eligibility Provision (CEP) to all students are identified below.

1. Kirby Middle School
2. Candlewood Elementary School
3. Converse Elementary School
4. Franz Elementary School
5. Elolf Elementary School
6. Hartman Elementary School
7. Hopkins Elementary School
8. Miller's Point Elementary School
9. Paschal Elementary School
10. Park Village Elementary School

11. Spring Meadows Elementary School
12. Woodlake Elementary School
13. Judson CARE Academy
14. Judson Learning Academy
15. Woodlake Hills Middle School
16. Metzger Middle School
17. Escondido Elementary School
18. Coronado Village Elementary School
19. Masters Elementary School

A new application for Free or Reduced-Price meals is required every year.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the school cafeteria manager or Child Nutrition office at (210) 945-6720 to apply for free or reduced-price meal services or submit an online application at [www.school lunchapp.com](http://www.school lunchapp.com).

Child Nutrition Services has a fiscal responsibility to stay in compliance with Federal Guidelines. In order to meet this obligation, parents and guardians are responsible for purchases made by their student(s) in the cafeteria. Parents should continually monitor their child's meal account balance. The district's cafeteria charge policy can be found in the school board policy. Students are allowed to charge meals according to the grace period set by the school board. It is not Judson ISD's intent that children go hungry at school; however, it is the responsibility of parents or guardians to provide their children's lunch or breakfast or pay for meals provided by your school. More information can be found on the Child Nutrition Department website at <https://www.judsonisd.org/Page/16290>.

### Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, regarding these policies and guidelines, contact your student's campus. [See policy FFA for more information.]

### Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before-school or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day.

Misbehavior will be subject to consequences established by the Student Code of Conduct, or any stricter standards of behavior established by the sponsor for extracurricular participants.

### Library (All Grade Levels)

The library or Learning Resource Center is a learning laboratory with books, computers,



magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Our certified school librarians are available to assist students with research, bibliographies, and locating credible resources a student may need. Our librarians also build a collection of both physical and digital books (e- books and audiobooks) that meet our students needs and requests. Please visit with your campus Library Media Specialist for times when the facility is open for independent student use.

### Use of Hallways during Class Time

#### (All Grade Levels)

During class time loitering or standing in the halls during class is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

### Use by Students Before and After School

#### (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

### Meetings of Non-curriculum Related Groups

#### (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

### Selling of Items Not Approved by The District

Students are prohibited from selling any items brought from home to other students without first obtaining permission from the campus principal. This includes but is not limited to all food items or beverages.

### School-sponsored Field Trips

#### (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver



allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

## Searches

### District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

### Searches in General (All Grade Levels)

In the interest of promoting student safety and drug free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent, or pursuant to district policy providing for security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

### Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

### Telecommunications and Other Electronic Devices (All Grade Levels)

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 78 for more information.]

### Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

## Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 70.]

## Section 504

Section 504 is an anti-discrimination law that requires schools to provide to disabled students' educational benefits and opportunities equal to those provided to non-disabled students.

The Section 504 Coordinator will facilitate the support process for students and parents to seek services for students with a disability that may not otherwise be served under special education. For more information see: [Judson ISD Section 504](#) or contact the Dyslexia and Section 504 Coordinator at (210) 945-5304.

## Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the appropriate department at District Office (210) 945-5100.

## Supporting Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

Prior to referral for a full individual and initial evaluation, students experiencing difficulty in the general classroom should be considered for response to evidence-based intervention and other academic or behavior support services. The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of struggling students.

If the student continues to experience difficulty in the general classroom after the provision of interventions, JISD personnel will refer the student for a full individual and initial evaluation. The general education or response to intervention strategies will not be used to delay or deny the provision of an evaluation.

Teachers who provide instruction to students will be trained concerning the district's referral process and informed concerning the research-based interventions available in JUDSON ISD.

Communication between general education teachers and campus staff who attend RtI/MTSS meeting, and concerning the interventions used and the results of those interventions should occur regularly.

If parental or guardian consent is obtained for an evaluation, JUDSON ISD will consider and document the provision of any steps taken concurrently with the special education referral or evaluation process to address the academic or behavioral needs of the student giving rise to the referral.

These steps may include the following—

- If a campus receives an initial referral for a student who is not currently receiving evidence-based general education interventions or Response to Intervention (RtI)
- Multi-Tiered Systems of Support (MTSS) available to all students, the RtI Teacher/Campus Designee will promptly convene a meeting with the campus administrator, parent or guardian, student (as appropriate), and at least one of the student's general education teachers (preferably from one or more of the areas of academic and/or behavioral concern). The meeting's purpose will be to develop a plan of evidence-based general education interventions or RTI/MTSS. This meeting may not be used to delay or deny an evaluation.
- If the student has been receiving evidence-based general education intervention or RtI/MTSS, the Teacher/Campus Designee will promptly convene a meeting with the parent or guardian, student (as appropriate), and at least one of the student's general education teachers (preferably from one or more of the areas of academic and/or behavioral concern) to review and revise the student's current interventions and general education services plan, as appropriate. Such meetings will recur at regular, reasonable intervals throughout the pendency of the referral and/or evaluation process.

- IDEA does not prohibit a local campus within the district from “screening” a student to collect data that may be considered when determining whether the student is suspected of having a disability. Parental consent is not required before a campus-based committee reviews existing data as part of the special education referral process. Likewise, parental permission is not required before administering screenings or other assessments that are administered to all students generally without the requirement of parental consent. Written notice will be provided to parents of the scheduled screening or assessment; however, a campus will not use screening procedures to delay or deny the provision of a full individual and initial evaluation.
- Students suspected of having a disabling condition under Section 504 should be referred for an evaluation by a Campus Section 504 Committee. If needed, the 504 Committee will develop an accommodation plan under section 504 to ensure that their individual education needs are met as adequately as those of their non-disabled peers. These referrals should be directed to the student's Campus Section 504 Coordinator. If a student's Section 504 Committee determines that the student has a disability that may require specialized instruction to make progress in the general curriculum, or if the student continues to experience difficulty in the general education classroom even with the supports specified in a 504 accommodation plan, the Section 504 Committee should prepare a referral folder and submit it to the campus evaluation specialist (LSSP or educational diagnostician) for review to determine whether a full individual and initial evaluation is appropriate under the circumstances.
- For students who transfer to JUDSON ISD from a residential facility or other private school, the Teacher/Campus Designee should obtain written consent from the student's parent or guardian to communicate with and request records from.

Students suspected to have dyslexia and related disorders will be referred for a Full Individual and Initial Evaluation (FIIE) for special education and related services. If parent refuses to consent for a Full Individual and Initial Evaluation (FIIE), JUDSON ISD will provide parent with Prior Written Notice, a copy of the Procedural Safeguards and a Ready, Willing, Able letter.

JUDSON ISD will then consider a referral under Section 504. If the ARD Committee suspects that a student identified as having dyslexia or a related disorder does not require specialized instruction, the student will be referred to the Section 504 Committee, which will assess the qualification of the student and whether the student may receive standard protocol dyslexia instruction and accommodations. If the ARD Committee determines that a student identified as having dyslexia or a related disorder needs specially designed instruction as a result of dyslexia or a related disorder, the student will be referred to special education for standard protocol dyslexia instruction, accommodations and modifications, as appropriate. A student who has or is at risk for dyslexia or a related reading difficulty is eligible to

participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities. [TEA's Dyslexia Handbook 2021 Update](#) provides information about the state's dyslexia laws and guidelines for school districts to follow.

### Special Education Referrals:

When JUDSON ISD receives a request for an initial evaluation, the campus administrator will promptly review the student's record and document any consideration that has been given to alternatives to special education, including but not limited to general education academic and behavioral interventions; RtI data; remedial instruction; tutoring; compensatory education (services designed to supplement the regular education program for students identified as at risk of dropping out of school), Multi-Tiered Systems of Support (MTSS); and/or Dyslexia-related general education services.

If a parent, legal guardian or adult student verbally requests a special education evaluation, JUDSON ISD staff who received the verbal request will encourage/assist the parent to put the request in writing. The campus administrator will meet with the parent and consider different options to address parent's concerns including RtI. The campus administrator completes a Receipt of the Request for Evaluation and gives a copy to the parent, RtI Teacher/Campus Designee, and campus evaluation specialist.

The campus administrator will ensure that the Data Collection Checklist is gathered and provided to the campus evaluation specialist. Referrals should be considered by an LSSP, an educational diagnostician, or SLP to determine whether there is reason to suspect that the student has a disability and needs special education and related services. The campus administrator will ensure that information is gathered and provided to the LSSP, educational diagnostician, or SLP. If a parent or legal guardian makes a referral to a general education teacher, a paraprofessional or campus office staff, the parent should be directed to the campus administrator on the student's campus who is responsible for receiving referrals.

When JUDSON ISD receives privately completed evaluation reports or recommendations, the ARD Committee will consider that information. In many instances, the student's ARD Committee will need to seek consent from the parent(s) to complete a district evaluation since it relies on school-based evaluation instruments and observations that incorporate special education standards.

If a student's parent(s), legal guardian(s), or JUDSON ISD staff submits a written request for a full individual and initial evaluation for special education and related services to the campus administrator, the personnel designated below will take the following steps:

- Within 15 school days of the administrator's receipt of the written request for an initial special education evaluation, the LSSP, educational diagnostician, or SLP will, as appropriate:
- Review the records and performance data of the student in order to determine if there is sufficient evidence to suspect a disability. Information reviewed shall include, but is not limited to, all individual and group standardized assessments,

including evaluations provided by the parent or guardian completed privately; standards of learning test scores; school enrollment history; attendance records; student work samples; and teacher observational information.

- Consult with the student's general education teachers and other campus staff familiar with the student to review the general education supports and services, curricular modifications, instructional methodologies or evidence based classroom accommodations or interventions that have been used with the student prior to referral, including the use of any Multi-Tiered Systems of Support (MTSS), such as Response to Intervention (RtI), Leveled Literacy Interventions (LLI), and other evidence-based general education interventions, tutorial, remedial, compensatory and other academic or behavior support services.
- Contact the parent, legal guardian or adult student to provide an overview of JUDSON ISD's special education process and identify the date by which informed written consent for the evaluation may be obtained, (i.e., no later than 15 school days after receiving the written request for an initial evaluation).
- No later than 15 school days after the campus administrator's receipt of the written request for an initial special education evaluation, the LSSP, an educational diagnostician, or SLP will ensure JUDSON ISD provides the parent(s), legal guardian and/or adult student with a copy of TEA's most recent Notice of Procedural Safeguards.
- A parent, legal guardian or adult student may choose to receive the Notice of Procedural Safeguards, as well as the Prior Written Notice discussed below, by email. If the parent or legal guardian does not affirmatively elect to receive the notices by email, the District will mail or hand-deliver the notice(s) and document the delivery format.
- Provide Prior Written Notice of JUDSON ISD's proposal to conduct a full individual and initial evaluation in the form of Notice of Proposal to Evaluate and an opportunity for the parent, legal guardian or adult student to give informed written consent for the evaluation, if there is evidence of a suspected disability and, as a result of the suspected disability, a suspicion that the student may require specially designed instruction based on the information obtained during the 15-school day period described above.
- Prior Written Notice. JUDSON ISD's Notice of Proposal to Evaluate shall describe any evaluation procedures that JUDSON ISD proposes to conduct.
- Informed Written Consent. JUDSON ISD will document that the parent, legal guardian or adult student has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, and the mode of communication.
- JUDSON ISD will also document that the parent, legal guardian or adult student

acknowledged understanding and agreeing in writing to the carrying out of the activity for which his or her consent is sought (e.g., a full individual and initial evaluation). The consent will describe the activity and indicate which educational records, if any, will be released and to whom those records will be released.

- Notice and Consent by Email. JUDSON ISD may provide prior written notice via email if parent elects to receive the notice via email. JUDSON ISD may also obtain a parent's or a guardian's informed written consent for an evaluation by using a record and signature in electronic form that identifies and authenticates the person or guardian as the source of the consent and indicates the parent's or guardian's approval of the information contained in the electronic signature.
- If the parent, legal guardian or adult student does not provide consent for the initial special education evaluation, JUDSON ISD is relieved of its Child Find duty and its obligation to provide the student with a free appropriate public education pursuant to IDEA. However, JUDSON ISD reserves the right in its sole discretion to file a request for a special education due process hearing to override a lack of parental consent for such evaluation. Designated evaluation staff will provide the parent, legal guardian or adult student with a ready, willing, and able letter regarding JUDSON ISD's intent to complete the evaluation with parental consent, together with Notice of Proposal to Evaluate documenting JUDSON ISD's offer to evaluate and the basis for the offer to evaluate and providing the parent or guardian with a copy of TEA's Procedural Safeguards Notice.
- Provide the parent, legal guardian, or adult student with prior written notice Services of JUDSON ISD's decision not to conduct an evaluation using Notice of Proposal or Refusal to Provide, if there is no evidence of a suspected disability or a suspicion that the student may require special education and related services.

If appropriate, the student may be referred to JUDSON ISD's Section 504 Coordinator or local campus designee for a potential Section 504 evaluation.

- Prior Written Notice. The LSSP, diagnostician or SLP will prepare the Prior Written Notice (Notice of Proposal or Refusal to Provide), to include an explanation of why JUDSON ISD refuses to conduct an initial evaluation as well as a description of the information (assessments, records, reports or observations) that the district used as a basis for its refusal to evaluate. JUDSON ISD will provide this prior written notice by means reasonably designed to ensure that it is received by the parent, legal guardian or adult student, and document the fact that the notice was sent. This notice will be provided in a language that is understandable to the general public and also in the native language of the parent, unless it is clearly not feasible to do so.

Additional information regarding Special Education is available from the district in a

companion document titled, the Parent's Guide to the Admission, Review, and Dismissal Process.

#### Contact person for Special Education Information

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

For additional information regarding Special Education please contact the Department of Special Education Services at (210) 945-5348.

#### **Section 504 Referrals:**

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

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

Students suspected of having a disabling condition under Section 504 should be referred for an evaluation by a Campus Section 504 Committee. If needed, the 504 Committee will develop an accommodation plan under section 504 to ensure that their individual education needs are met as adequately as those of their non-disabled peers. These referrals should be directed to the student's Campus Section 504 Coordinator. If a student's Section 504 Committee determines that the student has a disability that may require specialized instruction to make progress in the general curriculum, or if the student continues to experience difficulty in the general education classroom even with the supports specified in a 504 accommodation plan, the Section 504 Committee should prepare a referral folder and submit it to the campus evaluation specialist (LSSP or educational diagnostician) for review to determine whether a full individual and initial evaluation is appropriate under the circumstances.

Students suspected to have dyslexia and related disorders will be referred for a Full Individual and Initial Evaluation (FIIE) for special education and related services. If parent refuses to consent for a Full Individual and Initial Evaluation (FIIE), JUDSON ISD will provide parent with Prior Written Notice, a copy of the Procedural Safeguards and a Ready, Willing, Able letter. JUDSON ISD will then consider a referral under Section 504. If the ARD Committee suspects that a student identified as having dyslexia or a related disorder does not require specialized instruction, the student will be referred to the Section 504 Committee, which will assess the qualification of the student and whether the student may receive standard protocol dyslexia instruction and accommodations. If the ARD Committee determines that a student identified as having dyslexia or a related disorder needs specially designed instruction as a result of dyslexia or a related disorder, the student will be referred to special education for standard protocol dyslexia instruction, accommodations and modifications, as appropriate. A student who has or is at risk for dyslexia or a related reading difficulty is eligible to



participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities. [TEA's Dyslexia Handbook 2021 Update](#) provides information about the state's dyslexia laws and guidelines for school districts to follow.

Contact person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the Campus 504 Coordinator or Campus Principal.

For more information regarding Dyslexia/504 please contact (210) 945-5304.

Additional Information:

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

- Legal Framework for the Child-Centered Special Education Process (<http://framework.esc18.net/display/webforms/landingpage.aspx>)
- Partners Resource Network (<http://www.partnerstx.org/>)
- Special Education Information Center (<http://www.spedtex.org>)
- Texas Project First (<http://www.texasprojectfirst.org/>)

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

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

### Students Who Receive Special Education Services with Other School-Aged Children in the Home

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

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

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

### Students with Physical or Mental Impairments Protected under Section 504

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

Rehabilitation Act.

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 145 and policy FB for more information.]

### Students Who Speak a Primary Language Other than English

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

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

## Standardized Testing

(Secondary Grade Levels)

**SAT/ ACT** (Scholastic Aptitude Test and American College Test)

Many colleges require either the ACT or the SAT for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

### TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

## STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS)

### GRADES 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

### Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parents.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns** on page 62 and FNG(LOCAL).

### Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above their current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which the student is enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

### Standardized Testing for a Student in Special Programs

Certain students – some with disabilities and some classified as English learners – may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

### Personal Graduation Plan – Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

### High School Courses END-OF-COURSE (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state

rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 107.]

### Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

### Use of Cell Phone During State Assessments

Students may not have a cell phone or any other electronic media devices in their possession while in the testing environment. If a student does have a cell phone or other electronic media devices, their test may not be scored, even if they have already turned in their test. Also, the cell phone or other electronic media device may be confiscated, and the student may be subject to further disciplinary action.

### TELPAS (TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM)

TELPAS is a federally required assessment designed to evaluate the progress English Learners (ELL) make in becoming proficient in the use of English in academic settings. This assessment is given during the Spring for all students in grades K-12 who have been determined to be Limited English Proficient (LEP).

## Students in Foster Care

### (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care). Please contact the district's foster care liaison, at (210) 945-5362 with any questions.

## Students Who are Homeless

### (All Grade Levels)

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

The JISD Homeless Liaison provides services for students and families experiencing transition due to – loss of housing and/or financial hardship. The term “homeless” means: “individuals who lack a fixed, regular, and adequate nighttime residence.

If you, or someone you know, needs support, please direct them to the Judson ISD Homeless Liaison.

The Federal Programs and Grant Administrator supports campus principals and works with parents of students participating in Title I at risk programs

For more information on services for students who are homeless, contact the district's homeless education liaison at (210) 945-5362.

## Student Speakers

(All Grade Levels)

The district provides students the opportunity to introduce the following school events: High school football games and other events designated by the principal of the school. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

A student who is eligible and wishes to introduce one of the school events listed above should submit their name to the campus principal during the first full week of instruction each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 107 for information related to student speakers at graduation ceremonies.]

## Substance Abuse Prevention and Intervention

(All Grade Levels)

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

## Suicide Awareness and Mental Health Support

(All Grade Levels)

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

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

## Summer School

(All Grade Levels)

Summer school information will be distributed in the spring semester. Call the Assistant Superintendent of Curriculum and Instruction for further information.

## Textbooks, Electronic Textbooks, Technological Equipment,

## and Other Instructional Materials

### (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA. The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

## Transfers

### (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

Parents may request an Inter-district (out of district) through the District Online Registration System. Transfer requests are reviewed and authorized by the campus principal.

Inter-district transfers may be revoked if the student does not remain in good standing – transfer students must maintain the following standards:

- The student shall maintain the standards outlined in the program in which the student has been accepted and enrolled.
- The student shall comply with the District attendance standards and shall demonstrate academic progress that would earn promotion to the next grade level.
- The student shall be responsible for complying with the policies and rules in the JISD Student Code of Conduct and the school rules of the receiving campus and shall be subject to disciplinary consequences as established in the JISD Student Code of Conduct.

In the event of overcrowding at the receiving school, the neighborhood student shall be given priority in placement over the transfer student. Therefore, the District reserves



the right to withdraw a transfer student based on the District's last-in-first-out procedure.

Inter-district transfers, once approved, must renew their requests for transfers every year. A student shall be allowed **only one transfer** by parent request during the school year. Transportation is **not** provided for transfer students.

For questions regarding Inter-district transfers please contact the receiving campus or the Department of Pupil Services at (210) 619-0342.

[See **Bullying** on page 50, for other transfer options.]

## Transportation

(All Grade Levels)

### School-sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips** on page 143.]

### Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students. Parent must Register their children for school to be eligible transportation. Then, parents must register their child for transportation by doing the following:

1. Accessing the Judson ISD Home page.
2. Click on Departments.
3. Click on Transportation.
4. Download Parent App.
5. Click on "BusQuest App- Parent Guide
6. Follow the steps provided.
7. Scroll down to use the link provided to register.

<https://routing.app-garden.com/judsontx>

After following all steps, parents will receive by Email their child's bus schedule. This may take up to two days.

Buses are now equipped with a new technology system in order to take student rider attendance. Students will use their ID Badge or be issued a Bus Pass in order to swipe in and off the bus. Students riding the bus to and from school are expected to have their ID or Bus Pass every day for the am and pm bus routes. Parents will be able to receive notices of bus location, student attendance on the bus, and changes of bus schedule or delays.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops, and drivers



must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Department at (210) 945-1230. Students should be at their stop 5 to 10 minutes before pickup time and may experience 25 to 30 minutes delay due to traffic, weather, construction shortage of drivers. Notices will be sent to the Parent/Guardian's Email from the school registration.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Recommended by the School Bus Standards of Safety and Conduct which states students must:

- Ride only the bus assigned to the route in which they reside.
- Be picked up and dropped off only at stops designated by the Routing Section.
- Be at their stop 5 minutes before the scheduled pickup time.

- Cross the street at least 15 feet in front of the bus when directed by a hand signal from the driver.
- Sit in assigned seats when directed by the bus driver/assistant. A student may not deny another student a seat.
- Obey the driver, bus assistant, and/or assigned door assistants during practice or an actual emergency.
- Obey the instructions of the bus driver/assistant. Disrespectful, inappropriate, abusive language or obscene gestures directed to the bus driver/assistant is prohibited. Unnecessary conversation or talking back to the bus driver/assistant is prohibited. Verbal abuse or obscene gestures directed to other students is prohibited.
- Not touch controls, switches, or other equipment. They should not sit in the driver's seat. The rear door emergency door and emergency exit windows may be opened only during an emergency evacuation of the bus.
- Not stand or change seats while the bus is in-route. Standing to exit before the bus is completely stopped and the door opened is prohibited.
- Keep their hands to themselves. Students must not hit, push, annoy, harass, or pick on other students. Scuffling, fighting, and other physical contact between students is prohibited.
- Not keep all parts of their body inside the bus at all times.
- Not place their feet or lie down on the seats.
- Not eat or drink on the bus.
- Not spit on the bus or out the bus window.
- Keep the bus aisle clear at all times.
- Not damage or deface the inside or outside of the bus.
- Dispose of trash and other objects correctly. They will not be thrown on the floor, or the seats, or out of the bus.
- Not use any electronic device without earbuds.
- Not take pictures of students or employees without their approval.
- Not possess or use any form of tobacco on any district vehicle.
- Fasten seat belts if available.
- Wait for the driver.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended, or

revoked.

Safety Violations are:

- Students carrying a weapon on the bus.
- Students fighting on the bus.
- Students refusing to sit in assigned seat and remain seated when the bus is moving.
- Students exiting the bus through the emergency back door, side windows, and the front passenger door when closed.
- Students throwing objects inside or outside of the bus.
- Students refusing to keep all parts of their body inside the bus.
- Students threatening a student or a driver with bodily harm.
- Students engaging in inappropriate or lewd behavior.
- Students engaging in destruction of property.
- Students using abusive language or gestures towards a student or driver.

A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

The student and parents will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

Note: Video cameras are used along with driver referrals in determining the violations of the School Bus Code of Safety and Conduct.

## Vandalism

(All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

## Video Cameras

(All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Assistant Superintendent of Technology, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video and Audio Record a Student when Not Already Permitted by Law** on page 27.]

## Visitors to the School

(All Grade Levels)

### General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[For video and other recording by parents or visitors to virtual or in-person classrooms. See **Consent to Video or Audio Record a Student when Not Already permitted by Law** on page 27.]

### Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting

and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL). [See the Student Code of Conduct.]

### Visitors Participating in Special Programs for Students

#### BUSINESS, CIVIC, AND YOUTH GROUPS

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

#### CAREER DAY

On High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### Volunteers

#### (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact your student's campus for more information and to complete an application.

### Voter Registration

#### (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

### Withdrawing from School

#### (All Grade Levels)

To withdraw a student under 18 years old from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

## Section III: Student Code of Conduct

### Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at [www.judsonisd.org](http://www.judsonisd.org) or (210) 945-5100.

### Purpose

The Student Code of Conduct ("Code"), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing, and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Judson ISD Board of Trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal's office. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's Board of Trustees, it has the force of policy. In the event of conflict between the Code and the Student Handbook, the Code shall prevail.

**Please note:** The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

### School District Authority and Jurisdiction

School rules and the district's authority to administer discipline apply whenever the interest of the district 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:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus.
4. At any school-related activity, regardless of time or location.
5. For any school-related misconduct, regardless of time or location.
6. During online or remote instruction.
7. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location.
8. When a student engages in cyberbullying, as defined by Education Code 37.0832.
9. When criminal mischief is committed on or off school property or at a school-related event.
10. For certain offenses committed within 300 feet of school/district property as measured from any point on the school's real property boundary line;
11. For certain offenses committed while on school/district property or while attending a school-sponsored or school-related activity of another district in Texas.
12. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
13. When the student is required to register as a sex offender.

## Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal, or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at [www.judsonisd.org](http://www.judsonisd.org).

## Threat Assessment and Safe and Supportive School Team

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 and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code.

## Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

A student's clothing, personal property, or electronic equipment may be searched when there is reasonable cause to believe the search will reveal articles or materials

prohibited by the District or other violations of school rules.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

## Questioning Students

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.

Students are expected to provide any information about their conduct or that of other students. Administrators are not required to contact parents/guardians prior to interviewing students.

Parents/Guardians will be contacted and informed of the available information regarding their child at the discretion of the administrator conducting the investigation. The intention is to conduct an efficient and effective investigation and to avoid causing parents/guardians undue alarm or anxiety based on incomplete information.

## Reporting Crimes

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus. Certain acts of misconduct may constitute criminal offenses in addition to violations of the Code. Because school discipline is independent of criminal proceedings, disciplinary consequences will not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding.

## Security Personnel

To ensure the security and protection of students, staff, and property, the board employs school resource officers (SROs). In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).

The law enforcement duties of school resource officers are:

The primary mission of the Judson ISD Police Department is to break down the barriers between law enforcement and youth by establishing better communications, and to:

- Provide a visible and positive image.



- Bring expertise into schools to help young people to make more positive choices in their lives.
- Provide a safe and secure environment for students, staff, and citizens.
- Maintain an atmosphere where teachers feel safe to teach and students feel safe to learn.
- Protect the property of the district.
- Provide a better understanding of our state laws and their benefits to students and staff of the district.
- Uphold and enforce all state and local laws.
- Respond according to protocol during lockdown, perimeter procedures, and emergency drills.
- Review major incidents using effective systems.
- Respond to campus calls for service and emergencies.
- Assist with campus investigations involving alleged crimes against persons, reports of weapons on campus, and parent complaints, as needed.
- Execute warrants.
- Work with campus administration on notifications by other law enforcement agencies.
- Transport students or evidence to facilities, as needed, and
- Appear and provide testimony in court.

## **“Parent” Defined**

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

## **Participating in Graduation Activities**

The district has the right to limit a student's participation in graduation activities for violating the district's Code of Conduct.

Participation may include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during

the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if the student engaged in any misconduct that resulted in any type of disciplinary placement during the semester immediately preceding graduation.

All students participating in the commencement ceremonies must dress appropriately for the occasion and look the same. Caps and gowns may not be altered. Any decorations such as stoles, cords, and aprons must be District-approved or approved by the campus principal.

## Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See **DAEP—Restrictions During Placement** on page 187, for information regarding a student assigned to DAEP at the time of graduation.]

## Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, composure, and respect, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes, regularly and on time.
- Bring appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety,

order, and discipline.

- Adhere to the requirements of the Student Code of Conduct.

## General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 180, **DAEP Placement** on page 182, **Placement and/or Expulsion for Certain Offenses** on page 189, and **Expulsion** on page 191, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 178.

### Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

### Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **Placement and/or Expulsion for Certain Offenses** on page 189.)
- Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm, threatens the safety of others, or actually causes injury to others.
- Hitting, pushing, or attempting to hurt another student.
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.

- Participate in hazing. (See **glossary**.)
- Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail. Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

## Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 189.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Marking District property such as textbooks, computers, lockers, furniture, or equipment with graffiti, tagging, or by other means.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 189.)
- Enter, without authorization, district facilities that are not open for operations.

## Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device.
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person.
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon.
- Any “Look-alike” drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by District policy.
- An air gun, a pellet gun, BB gun, or a splat ball gun.
- Ammunition.
- A hand instrument designed to cut or stab another by being thrown.
- A firearm silencer or suppressor.
- A location-restricted knife.
- A club.

- A firearm.
- A stun gun.
- Clubs, knuckles, firearm silencers, or similar dangerous weapons.
- A pocketknife or any other small knife.
- Mace or pepper spray or other small chemical dispenser sold commercially for personal protection;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device, and vape pens;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

[\*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 189.]

In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

## Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the instructional day.

## Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 182 and **Expulsion** on page 191 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use give, or sell designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption."
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for "paraphernalia.")
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's

prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)

- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

## Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and “sexting,” either on or off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

## Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.

- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Engaging in conduct that can or does cause bodily injury
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

## Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Be tardy to class, knowingly skip class or encourage others to do so.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Touch or expose one's own private body parts in a sexual or lewd manner.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

## Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Judson ISD is in the process of training campuses to employ restorative practices for behavioral management. Campuses use tiered restorative techniques to include:

**Tier 1:** Circles (community building, check-in, check-out, academic, topic/discussion, and entry), Creating Respect Agreements, Us/I Statements, Collective Goal Setting/Sharing,

**Tier 2:** Connect/Redirect, Constructive Reminders (Classroom/School Expectations, Respect Agreements, and Student Goals), I Statements, Active Listening, Restorative Circles/Chats, and

**Tier 3:** Restorative Circles, Re-entry Circles, Family Group Conferences, and COSA's (Circles of Support and Accountability).

## Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

## Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.



- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Lunch detention.
- Removal from the classroom.
- Sending the student to the office, another assigned area, or to in-school suspension.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- Restitution or restoration.
- Revocation of inter-district transfer, as permitted by state law or local DOI Plans, if applicable.
- Restorative practices.
- Separation and "stay away" agreements
- School-assessed and school-administered probation.
- Transfer to a different classroom or campus.
- In-School Suspension.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 180.
- Campus-Based Student Reassignment Center.
- Placement in a DAEP.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 189.
- Expulsion, as specified in **Expulsion** on page 191.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

## Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the recurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]

- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

## Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school, out-of-school suspension, a placement in the campus-based student reassignment center, or a recommendation for placement in a DAEP or a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code.

A good faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parents to inform them of the reason for the detention and permit arrangements for necessary transportation.

## Parent Liability for School Property

A parent or other person who has the duty of control and reasonable discipline of a child is liable for any property damage proximately caused by:

1. The negligent conduct of the child if the conduct is reasonably attributable to the negligent failure of the parent or other person to exercise that duty; or
2. The willful and malicious conduct of a child who is at least ten years of age but under 18 years of age.

## Complaints

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy Online at the following address: [www.judsonisd.org](http://www.judsonisd.org)

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL)

## Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

## Removal from the Regular Educational Setting

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

removal.

## Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

## Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach their class or with the student's 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.

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

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

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

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- Campus-Based Student Reassignment Center.
- DAEP.

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

When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, (4) SRC, or (5) DAEP.

## Returning a Student to the Classroom

A student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or

aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

### In-School Suspension (ISS)

Students may be placed in ISS by a campus administrator for any misconduct listed in any category of this Code. The student will be informed of the reason for placement in ISS and given an opportunity to respond before the campus behavior coordinator's decision is final. While in ISS, the student must complete assignments from their teachers.

### Out-of-School Suspension (OSS)

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

The student will be informed of the reason for out-of-school suspension and be given an opportunity to respond before the administrator's decision is final. While the student is suspended, the administrator may place restrictions on the student's participation in school-sponsored or school-related activities. Students may be suspended for a maximum of three school days at a time.

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

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

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05.
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

### Process

State law allows a student to be suspended out of school for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

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

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

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

## Campus-Based Student Reassignment Center (SRC)

The Campus-Based Student Reassignment Center (SRC) is a short-term placement for students who engage in prohibited activities by continuously violating offenses in the Student Code of Conduct. Placement procedures are as follows:

- The campus behavior coordinator may determine that placement in the SRC is the most appropriate discipline management technique in response to the student's conduct. The administrator shall follow the JISD Student Code of Conduct which embodies the District's policies and procedures as well as the requirements of Chapter 37 of the Texas Education Code.
- Certain offenses may warrant an assignment to the SRC regardless of past behavior and discipline actions.
- Students may not be assigned for attendance issues.
- Placement in the SRC is a minimum of five (5) school days with a maximum of ten (10) days.

## Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school, out-of-school suspension, or a student reassignment center placement including at least one method of receiving this coursework that does not require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

## Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

## Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code found on pages 162-166.

### Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.



- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public-school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public-school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may** recommend to place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

## Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
  - Sells, Gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in Expulsion on page .) (See glossary for "under the influence", "controlled substance," and "dangerous drug.")
  - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription of low-



THC cannabis as authorized by Chapter 487 of the Health and Safety Codes does not violate this provision.

- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person or possesses or uses an e-cigarette. Students **will be** placed in a DAEP after the first offense.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearm violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 191.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  1. The student receives deferred prosecution (see glossary),
  2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
  3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

### Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

### Process

Recommendations to a DAEP shall be made by the campus behavior coordinator.

### Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal,
- The time, date, and place of the due process hearing,
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

### Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

### Placement Order

After the conference, if the student is placed in the DAEP, the district hearing officer shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

### DAEP at Capacity

If a DAEP is at capacity at the time the Hearing Officer is deciding placement of conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the Hearing Officer is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, and e-cigarette, alcohol. Or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

### Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

## Length of Placement

The district Hearing Officer shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined on a case-by-case basis on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

### Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a

placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

### Exceeds School Year

Students who are in a DAEP placement 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 placement.

For placement in a DAEP to extend beyond the end of the school year, the district hearing officer, or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

### Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

### Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall be determined on a case-by-case basis.

### Placement Review

A student placed in a DAEP shall be provided with a review of their status, including academic status, by the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

### Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the district hearing officer may enter an additional disciplinary order as a result of those proceedings.

## Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

## Withdrawal During Process

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

## Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-

enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or the extended placement is in the best interest of the student.

## Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student and parents shall be given notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

## Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

## Placement and/or Expulsion for Certain Offenses

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

### Registered Sex Offenders

Upon receiving 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 JJAEP placement.

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

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

1. Threatens the safety of other students or teachers,

2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

### Review Committee

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

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

### Newly Enrolled Student

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

### Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

### Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or district hearing officer makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense.
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense.
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense.
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or

- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

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

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

### Hearing and Required Findings

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

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

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

### Length of Placement

The student is subject to the placement until:

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

### Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of their status, including academic status, by the district hearing officer or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

### Newly Enrolled Students

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

### Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district hearing officer shall take into consideration:



1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

## Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 182)

### Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

### At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

### Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

### Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

### While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others.
2. Extortion, meaning the gaining of money or other property by force or threat.
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
  - a) Public lewdness under Penal Code 21.07.
  - b) Indecent exposure under Penal Code 21.08.
  - c) Criminal mischief under Penal Code 28.03.
  - d) Hazing under Education Code 37.152; or
  - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

### Mandatory Expulsion: Misconduct That Requires Expulsion

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

#### Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

**Note:** Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

#### Under the Penal Code

Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:

- A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)

**Note:** A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]

- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited

weapon, as defined in state law. (See **glossary**.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or disabled individual.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of a controlled substance, a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

### Under Age Ten

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

### Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- Campus-Based Student Reassignment Center.
- DAEP.

### Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends. The Board of Trustees delegates to the District Hearing Officer the authority to conduct hearings and expel students.

### Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

### Expulsion Order

Before ordering the expulsion, the board or district hearing officer shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Coordinator of Student Information shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student

Code of Conduct, the expulsion order shall give notice of the inconsistency.

### Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

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

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

### Withdrawal During Process

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

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

If the district hearing officer or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

### Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the district hearing officer or the board may issue an additional disciplinary order as a result of those proceedings.

### Restrictions During Expulsion

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

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved

program.

### Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

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

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

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

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

### Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

### DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

### Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

## Glossary

**Abuse** is improper or excessive use.

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at their grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

**Accelerated learning committee (ALC)** is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

**ACT** is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**Aggravated robbery** is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another.
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
  - a) 65 years of age or older, or
  - b) A disabled person.

**ARD** stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

**Armor-piercing ammunition** is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

**Arson** is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
  - a) Any vegetation, fence, or structure on open-space land; or
  - b) Any building, habitation, or vehicle:
    - 1) Knowing that it is within the limits of an incorporated city or town,



- 2) Knowing that it is insured against damage or destruction,
  - 3) Knowing that it is subject to a mortgage or other security interest,
  - 4) Knowing that it is located on property belonging to another,
  - 5) Knowing that it has located within its property belonging to another, or
  - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, vehicle; or
  3. Intentionally starting a fire or causing an explosion and in so doing:
    - a) Recklessly damages or destroys a building belonging to another, or
    - b) Recklessly causes another person to suffer bodily injury or death.

**Assault** is defined in part by Penal Code §22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

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

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.
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. 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.
2. 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
3. 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.

**Chemical dispensing device** is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

**Club** is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

**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, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

**CPS** stands for Child Protective Services.

**Criminal street gang** is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

**Cyberbullying** is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**Dangerous drug** is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts use by or on the order of a licensed veterinarian.

**Dating violence** occurs when a person in a current or past dating relationship uses

physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

**Deadly conduct** under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

**Delinquent conduct** is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

**DFPS** is the Texas Department of Family Protective Services.

**Discretionary** means that something is left to or regulated by a local decision maker.

**DPS (Department of Public Safety)** stands for the Texas Department of Public Safety.

**E-cigarette or Vape Pens** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device 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.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act passed in December 2015.

**Explosive weapon** is defined by Penal Code 46.01 as 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 loud report as to cause undue public alarm or terror.

**False alarm or report** under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or another emergency that they know is false or baseless 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 occupation of a building, room, or place of assembly.

**FERPA** refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

**Firearm** is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of any such weapon.
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

**Graffiti** includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Handgun** is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

**Harassment** includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL).
2. Conduct that 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 and 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.
- d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
- e) Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

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

- 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; or
- 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 defined in Section 37.001 (b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

**IGC** is the individual graduation committee, formed in accordance with state law, to

determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**Improvised explosive device** is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

**Indecent exposure** is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

**Intimate visual material** is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**Knuckles** means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

**Location-restricted knife** is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

**Look-alike weapon** means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

**Machine gun** as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**Mandatory** means that something is obligatory or required because of an authority.

**Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after the student begins grade 9.

**Possession** means to have an item on one's person or in one's personal property,

including, but not limited to:

1. Clothing, purse, or backpack.
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle.
3. Telecommunications or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

**Prohibited weapon** under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
  - a) An explosive weapon.
  - b) A machine guns.
  - c) A short-barrel firearm;
2. Armor-piercing ammunition.
3. A chemical dispensing device.
4. A zip guns.
5. An improvised explosive device; or
6. A tire deflation device.

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**Public Lewdness** is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

**Reasonable belief** is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

**SAT** is one of the two most frequently used college or university admissions

examinations. The test may be required for admissions to certain colleges or universities.

**Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

**Serious misbehavior means:**

1. Deliberate violent behavior that poses a direct threat to the health or safety of others.
2. Extortion, meaning the gaining of money or other property by force or threat.
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
  - a) Public lewdness under Penal Code 21.07.
  - b) Indecent exposure under Penal Code 21.08.
  - c) Criminal mischief under Penal Code 28.03.
  - d) Hazing under Education Code 37.152; or
  - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

**Serious or persistent misbehavior** includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

**SHAC** stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

**Short-barrel firearm** is defined by Penal Code 46.01 as 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 shotgun that, as altered, has an overall length of less



than 26 inches.

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

**STAAR Spanish** is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

**Terroristic threat** is defined by Penal Code 22.07 as 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, automobile, or other form of conveyance; or another public place.
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service.
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

**Tire deflation device** is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

**Title 5 felonies** are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05.
- Kidnapping under Section 20.03.
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02.
- Continuous sexual abuse of a young child or disabled individual under Section 21.02.
- Bestiality under Section 21.09.
- Improper relationship between educator and student under Section 21.12.
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11.
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04.
- Abandoning or endangering a child under Section 22.041.
- Deadly conduct under Section 22.05.
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09. [See FOC(LEGAL).]

**TSI** stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level first-year students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**TXVSN** stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public-school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

**UIL** refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one's body, by any means, a prohibited substance.

**Zip gun** is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

## Appendix:

# Freedom from Bullying Policy

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/185?filter=FFI>. Below is the text of Judson ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

### Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/27/2017

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

*For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.*

### **Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

### **Retaliation**

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

Examples

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

### **False Claim**

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

### **Timely Reporting**

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

and address the prohibited conduct.

## **Reporting Procedures**

### **Student Report**

To obtain assistance and intervention, any student who believes that they have experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

### **Employee Report**

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

### **Report Format**

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

### **Notice of Report**

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

### **Prohibited Conduct**

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

### **Investigation of Report**

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

### **Concluding the Investigation**

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary, to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

### **Notice to Parents**

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parent of the victim and of the student who engaged in bullying.

### **District Action Bullying**

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

### **Discipline**

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

### **Corrective Action**

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and student in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

### **Transfers**

The principal or designee shall refer to FDB for transfer provisions.

### **Counseling**

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

### **Improper Conduct**

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

### **Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

### **Appeal**

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

### **Records Retention**

Retention of records shall be in accordance with CPC(LOCAL).

**Access to Policy and Procedures**

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

# Chromebook 1:1 Acceptable Use Policy

This is an agreement between the Parent/Student and District which defines policies, procedures, expectations and consequences for the use and care of the Chromebook and all applications and accounts issued by Judson Independent School District. The procedure outlines student responsibilities and understanding based on Device Ownership, Network Use, Chromebook Care, Educational Use, and Email Permissions

## Device Ownership

The Judson Independent School District is the sole owner of the Chromebook. A Chromebook will be provided to each student at Judson ISD for use during the academic school year. Devices will be allowed to leave school grounds as determined by campus administration.

Student Responsibilities	Initials
<b>Elementary Students:</b> I understand that this Chromebook is property of the Judson Independent School District, and it is issued as part of the instructional materials for learning and testing.	
<b>Secondary Students:</b> I understand that this Chromebook is property of the Judson Independent School District, and it is issued to me as part of my instructional materials for learning and testing.	
<b>Elementary Students:</b> I will ensure the Chromebook is placed in the storage cabinet each day after use for charging.	
<b>Secondary Students:</b> I will ensure the Chromebook is charged overnight in preparation for the next school day.	
If I lose, damage, or make the Chromebook inoperable, <i>I understand that disciplinary action applies to misuse or damages beyond normal wear and tear.</i>	
I will report any damage or malfunction to the teacher, administrator or librarian as soon as possible.	
<b>Secondary Students:</b> I understand it is my responsibility to arrive to school each day with my device ready for classroom instruction.	

## Network Use

Chromebooks use the Chrome operating system which is web-based and only runs the Google Chrome browser. Students will log into their Chromebook using a Judson Independent School District managed Google account. Students have no expectation of confidentiality or privacy with respect to any usage of a Chromebook or Judson Schools Google Account, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. The school may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student Chromebooks and Google accounts at any time for any reason related to the operation of the school. By using a Chromebook and Judson Schools Google account, students agree to such access, monitoring, and recording of their use.



<b>Student Responsibilities</b>	<b>Initials</b>
I will only log into my Chromebook with my Judson Independent School District issued Classlink Portal Account.	
I will not share my password with others.	
I understand that my Google Account, Classlink Portal Account, and Office 365 One Drive Account are the property of Judson ISD and that all my actions while logged in can be monitored and reviewed even if I'm not at school.	
I will follow the Judson ISD Acceptable Use Policy as provided in the student handbook.	

## Chromebook Care

Students are responsible for the general care of the Chromebook that has been issued by the school. **A \$25.00 per student usage/repair fee provides insurance for the device covering the repair of the devices based on normal use.**

Chromebooks are part of the required materials for daily school operations and testing. Chromebooks that are broken or fail to work correctly must be reported to a teacher or administrator as soon as possible so that they can be taken care of properly. Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Judson ISD will repair or replace damaged equipment resulting from normal use. Abuse or neglect may result in damages that requires disciplinary actions or other accommodations for students concerning continued use of devices to support learning and testing.

<b>Damages</b>	<b>Average Cost</b>
Replacing Chromebook	\$275.00
Significant scratches, cracks or other physical damage on top cover	\$50.00
Significant scratches, cracks or other physical damage on bottom cover.	\$45.00
Damage to keyboard or sides	\$25.00
Broken Hinges	\$100.00
Damage to screen	\$50.00
Damage around screen	\$25.00
Damage to any port (USB, Audio, Power, VGA)	\$10.00-\$250.00
Damage to battery	\$100.00
Damage to motherboard	\$250.00

***\*The pricing listed details the average costs for repairs, parts, and labor. Fees listed are not***

**charged to students or families for damaged devices. The usage fee described above covers the potential damage to devices.**

In case of theft, vandalism, or other criminal acts, a police report must be filed with the Judson ISD Police Department or with a local police station and a copy of the report is to be submitted to the Judson ISD and JTECH Office.

<b>Student Responsibilities</b>	<b>Initials</b>
I will keep food and beverages away from my Chromebook	
I will not disassemble my Chromebook in anyway or remove/alter district identification tags.	
I will keep the Chromebook free of personal stickers, labels, writing, drawings, etc.	
I will keep the Chromebook clean (this includes stickers).	
I will carefully insert and remove charging cords.	
I will transport the Chromebook with the screen shut and in the case as provided.	
I will not lift the Chromebook by the screen.	
I will not put pressure on top of the Chromebook when the lid is closed, including storing or cramming other items into the device carrying case or under the lid of the Chromebook.	
I will ensure there is nothing on the keyboard before closing the lid (pens, pencils, earbuds, notebooks, food, candy, gum, etc.)	

## Educational Use

School-issues Chromebooks should be used for educational purposes and students are to adhere to the Acceptable Use Policy, and all the corresponding administrative procedures at all times. The school utilizes an Internet content filter in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks will have all Internet activity protected and monitored by the school. If an educationally valuable site is blocked, students should contact their teachers to request the site to be unblocked.

Student work will be stored in Internet/cloud-based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices. Activity in the JISD Google account and Office 365 Accounts are monitored and filtered for appropriate content and use. Parents/Guardians are responsible for monitoring internet connections students utilize off school property.

<b>Student Responsibilities</b>	<b>Initials</b>
I will only use the Chromebook for activities, resources, websites, and programs that support my classroom instruction or academic growth as a student.	

I will only use headphones, cameras, or sound when the teacher directs me to in class or for activities related to my learning within the school environment.	
I will do my own work. I will not use other people's intellectual property without their permission. (Be aware that is a violation of copyright law to copy and paste other's thoughts. It is a good practice to hyperlink or cite sources).	
I will inform my teacher if I find inappropriate material on my Chromebook that makes me feel uncomfortable or is disrespectful.	

## GMAIL Policy

Student email can be a powerful communication tool for students to increase communications and collaboration. Students are encouraged to check their email at least once per day. Teachers may send email to their students to communicate reminders, course content, pose questions related to classwork, and other class related items. Students may send email to their teachers with questions or comments regarding class or turn in an assignment. Students may send email to other students to collaborate on group projects and assist with school assignment.

**Student Email Permissions:** The Judson ISD student GMAIL system controls who email messages can be sent to and whom they can be received from. Students are encouraged to email staff concerning school related content and questions.

There will be no requirement or expectation for staff to answer student email outside of their regular workday, although, they certainly may if they choose. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment. General email guidelines for students are outlined in the District Student Acceptable Use Policy. Below is a student responsibility of guidelines related to email.

Student Responsibilities	Initials
I will use email for school-related communications.	
I will not send harassing email message or content.	
I will not send an email containing a virus or other malicious content.	
I will not send offensive email messages or content.	
I will not send spam email message or content.	
I will not send email to share test answers or promote cheating or plagiarism in any way.	
I will only use my account and not log onto the account of another person.	

Students who choose not to follow the guidelines listed in the Acceptable Use policy network user agreement and or Internet Safety rules will receive one or more of the following consequences.

**Consequences for Misuse of Chromebook** (may include, but is not limited to):

**Chromebook Privileges Removed:** Student's Chromebook privileges can be revoked at any time. Students may be allowed to use technologies provided in the classroom as appropriate. Revocation of Chromebook privileges does not excuse the student from the completion of schoolwork or testing required.

**Network, Internet privileges or Google/Office 365 accounts suspended:** Student's access to their Google, Internet or District Network accounts may be disabled. Revocation of network, internet or Google privileges does not excuse the student from completion of schoolwork required.

**Detention:** Students may be assigned detention as a consequence of inappropriate behavior with the Chromebook. Detention may be held during lunch, free time, dances, or after school.

**In-School Suspension:** Students may be placed in the IN-School Suspension room during school hours as per the administrator's decision. Assignments will be gathered from their teachers as they will be monitored and expected to continue their classroom work during the assigned time.

**Out of School Suspension:** Students may be suspended from school as a consequence of behavior against district policy. The length of the suspension will be determined by the severity of the student's misconduct and prior incidents of misconduct. Administration reserves the right to determine the appropriate consequences.

**Check-Out/Check-In Process for the Chromebook:** To ensure that students are not held accountable for previous students wear and tear, students will document any wear and tear with a teacher or administrator. Parents will be notified as soon as concerns for any device are identified. The device usage/insurance fee may be paid at check-out for each student. Students returning devices requiring no repairs and that have been free of repairs for the school year will receive a partial refund.

# Judson ISD Chromebook 1:1 Acceptable Use Policy

By signing below, the student and their parent/guardian agree to follow and accept:

- The Judson Independent School District Chromebook 1:1 Acceptable Use Policy.
- The Judson Independent School District Network User Agreement.
- The Internet Safety Rules
- That the Judson Independent School District owns the Chromebook, software, and issued peripherals.

**Student Name:**

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Student Signature:**

**Parent/Guardian Name:**

**Date:** \_\_\_\_\_

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

\_\_\_\_\_



## 2023-2024 JISD Eligibility Waiver Application

(only for students in "advanced courses")

Campus Name: \_\_\_\_\_ Sport: \_\_\_\_\_

First Time Applicant: (Yes) \_\_\_\_\_ (No) \_\_\_\_\_

Student Name (print) \_\_\_\_\_ ID # \_\_\_\_\_

**Grading Period** \_\_\_\_\_ (1<sup>st</sup> 9-weeks, 2<sup>nd</sup> 9-weeks, or 3<sup>rd</sup> 9-weeks)

Number of Waiver Request: \_\_\_\_\_ (Max. of 2 per Semester)

1<sup>st</sup> Waiver

2<sup>nd</sup> Waiver

3<sup>rd</sup> Waiver

4<sup>th</sup> Waiver

The Eligibility Waiver Application must be filled out completely in order to apply for a waiver for UIL/Extracurricular participation. Eligibility Waiver Applications are only considered for "advanced courses" Please adhere to the following.

### Application Guidelines

1. According to TEC §74.30, Eligibility Waiver Applications are only to be considered for courses identified as Honors courses (Honors, Pre-Advanced Placement, Advanced Placement, Dual Credit, and International Baccalaureate).
2. A student may only apply for an advanced course waiver if his/her failing grade in an Honors/Pre-AP/AP/Dual Credit/IB course is 60 or above.
3. A student may receive a maximum of two waivers per semester. **(One waiver = one course)**

### Application Process

1. The Eligibility Waiver Application should be submitted to the Academic Dean/Principal, including a parent signature and phone number for verification purposes.
2. The Academic Dean/Principal **shall review and approve or deny** the Eligibility Waiver Application.
3. The Academic Dean/Campus Principal should email the waiver to their Campus Athletic Coordinator.
4. The Student **must** be notified if granted a waiver **prior to** participation in any UIL/Extracurricular activity.

**File completed waiver at campus with Athletic Coordinator or Activity Sponsor and Principal.**

## UIL Eligibility Calendar 2023-2024

END of GRADING PERIOD	GRADES ARE POSTED	REGAIN or LOSE ELIGIBILITY	3-WEEK CHECK POSTING	REGAIN ELIGIBILITY	3-WEEK CHECK POSTING	REGAIN ELIGIBILITY
1 <sup>st</sup> Six Weeks	Friday, Sept. 23	Friday, Sept. 30	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx
1 <sup>st</sup> Nine Weeks	Friday, Oct. 14	Friday, Oct. 21	Friday, Nov. 4	Friday, Nov. 11	Friday, Dec. 2	Friday, Dec. 9
2 <sup>nd</sup> Nine Weeks	Friday, Jan. 6	Friday, Jan. 13	Friday, Jan. 27	Friday, Feb. 3	Friday, Feb. 17	Friday, Feb. 24
3 <sup>rd</sup> Nine Weeks	Friday, March 10	Tuesday, March 28	Monday, April 10	Monday, April 17	Monday, May 1	Monday, May 8

**UIL APPROVED 6/20/2022**

***Eligibility is lost or regained when the bell rings to dismiss students for the day***

**All students are academically eligible during a school holiday of a full calendar week or more. Listed below are the periods that all JISD students are academically eligible for participation.**

From the time the bell rings to dismiss class on Friday November 18<sup>th</sup> until the bell rings to resume class on Monday November 28<sup>th</sup>.

From the time the bell rings to dismiss class on Friday, December 16<sup>th</sup> until the bell rings to resume class on Wednesday, January 4<sup>th</sup>.

From the time the bell rings to dismiss class on Friday March 10<sup>th</sup> until the bell rings to resume class on Tuesday March 21<sup>st</sup>.