



JUDSON ISD STUDENT HANDBOOK
AND STUDENT CODE OF CONDUCT
2020-2021

DRIVEN BY EXCELLENCE!

Table of Contents

Board of Trustees	8
District Leadership	8
District Offices Information	9
Schools	10
Preface	11
Accessibility	12
Section I: Parental Rights	13
Consent, Opt-Out, and Refusal Rights	13
Participation in Third-Party Surveys	16
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	17
Right of Access to Student Records, Curriculum Materials, and District Records / Policies	20
A Student with Exceptionalities or Special Circumstances	24
Section II: Other Important Information for Parents and Students	28
Absences / Attendance	28
Accountability under State and Federal Law (All Grade Levels)	35
Armed Services Vocational Aptitude Battery Test.....	35
Awards and Honors (All Grade Levels)	35
Bullying (All Grade Levels)	36
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only) ..	37
Celebrations (All Grade Levels)	38
Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)	39
Class Rank / Highest-Ranking Student (Secondary Grade Levels Only)	42
Class Schedules (Secondary Grade Levels Only)	42
College and University Admissions and Financial Aid (Secondary Grade Levels Only)	43
College Credit Courses (Secondary Grade Levels Only)	44
Communications—Automated	44
Complaints and Concerns (All Grade Levels)	45
Conduct (All Grade Levels)	45
Counseling	47

Course Credit (Secondary Grade Levels Only)	48
Credit by Examination If a Student Has Taken the Course / Subject (GRADES 6-12) .	48
Credit by Examination for Advancement / Acceleration If a Student Has Not Taken the Course / Subject	49
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	50
Discrimination	53
Distance Learning.....	53
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	54
Dress and Grooming (All Grade Levels)	55
Electronic Devices and Technology Resources (All Grade Levels)	58
End-of-Course (EOC) Assessments	64
English Learners (All Grade Levels)	64
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	66
Fees	68
Fundraising (All Grade Levels)	82
Gang-Free Zones (All Grade Levels)	82
Gender-Based Harassment.....	82
Grade-Level Classification (Grades 9–12 Only)	82
Grading Guidelines (All Grade Levels)	83
Personal Graduation Plans.....	86
Graduation (Secondary Grade Levels Only)	88
Harassment	96
Hazing (All Grade Levels)	96
Health Problems, Illness, And Injury.....	96
Health-Related Matters	97
Homeless Students.....	104
Homework (All Grade Levels)	105
Illness	105
Immunization (All Grade Levels)	105
Law Enforcement Agencies (All Grade Levels)	106
Leaving Campus (All Grade Levels)	107
Lost and Found (All Grade Levels)	108

Makeup Work	109
Medicine at School (All Grade Levels)	110
Nondiscrimination Statement (All Grade Levels)	112
Nontraditional Academic Programs (All Grade Levels)	112
Parent and Family Engagement (All Grade Levels)	113
Physical Examinations / Health Screenings	114
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	114
Prayer (All Grade Levels)	115
Promotion and Retention	115
Release of Students from School	117
Report Cards / Progress Reports and Conferences (All Grade Levels)	117
Retaliation	117
Safety (All Grade Levels)	117
SAT, ACT, and Other Standardized Tests	119
School Facilities	119
Selling of Items Not Approved by The District	121
School-sponsored Field Trips (All Grade Levels)	121
Searches	122
Sexual Harassment	123
Section 504	124
Special Programs (All Grade Levels)	124
Standardized Testing	127
Steroids (Secondary Grade Levels Only)	129
Students in Foster Care (All Grade Levels)	129
Students Who are Homeless (All Grade Levels)	129
Student Speakers (All Grade Levels)	130
Substance Abuse Prevention and Intervention (All Grade Levels)	130
Suicide Awareness and Mental Health Support (All Grade Levels)	130
Summer School (All Grade Levels)	130
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	131
Transfers (All Grade Levels)	131
Transportation (All Grade Levels)	132

Vandalism (All Grade Levels)	135
Video Cameras (All Grade Levels)	135
Visitors to the School (All Grade Levels)	135
Volunteers (All Grade Levels)	136
Voter Registration (Secondary Grade Levels Only)	136
Withdrawing from School (All Grade Levels)	136
Section III: Student Code of Conduct	138
Accessibility	138
Purpose	138
School District Authority and Jurisdiction	139
Campus Behavior Coordinator	139
Threat Assessment and Safe and Supportive School Team	139
Searches	139
Reporting Crimes	140
Security Personnel	140
“Parent” Defined	140
Participating in Graduation Activities	140
Unauthorized Persons	141
Standards for Student Conduct	141
General Conduct Violations	142
Disregard for Authority	142
Mistreatment of Others	142
Property Offenses	143
Possession of Prohibited Items	143
Possession of Telecommunications or Other Electronic Devices	144
Illegal, Prescription, and Over-the-Counter Drugs	144
Misuse of Technology Resources and the Internet	144
Safety Transgressions	145
Miscellaneous Offenses	145
Discipline Management Techniques	146
Students with Disabilities	146
Techniques	146
Prohibited Aversive Techniques	147

Notification	148
Appeals	149
Removal from the School Bus	149
Removal from the Regular Educational Setting	149
Routine Referral.....	149
Formal Removal.....	149
Returning a Student to the Classroom.....	150
In-School Suspension (ISS)	150
Out-of-School Suspension.....	151
Misconduct.....	151
Process.....	151
Coursework During Suspension	152
Disciplinary Alternative Education Program (DAEP) Placement.....	152
Discretionary Placement: Misconduct That May Result in DAEP Placement.....	153
Mandatory Placement: Misconduct That Requires DAEP Placement	154
Sexual Assault and Campus Assignments.....	155
Process.....	155
Length of Placement	156
Appeals	157
Restrictions During Placement.....	158
Placement Review	158
Additional Misconduct	158
Notice of Criminal Proceedings.....	159
Withdrawal During Process	159
Newly Enrolled Students	159
Emergency Placement Procedure.....	160
Transition Services	160
Placement and/or Expulsion for Certain Offenses	160
Registered Sex Offenders.....	160
Certain Felonies	161
Expulsion	162
Discretionary Expulsion: Misconduct That May Result in Expulsion	163
Mandatory Expulsion: Misconduct That Requires Expulsion.....	165

Under Age Ten	166
Process.....	166
Length of Expulsion.....	167
Withdrawal During Process	168
Additional Misconduct	168
Restrictions During Expulsion	168
Newly Enrolled Students	168
Emergency Expulsion Procedures.....	169
DAEP Placement of Expelled Students	169
Transition Services	169
Glossary	170
Appendix: Freedom from Bullying Policy	181
Student Welfare: Freedom from Bullying	181

Board of Trustees

Renee A. Paschall

President

Suzanne Kenoyer

Vice President

Lynette Perez

Secretary

Shatonya King

Trustee

Debra Eaton

Trustee

Rafael Diaz, Jr.

Trustee

Jennifer Rodriguez

Trustee

District Leadership

Dr. Jeanette Ball

Superintendent of Schools

Dr. Milton Fields, III

Deputy Superintendent of Administration & Operations

Ms. Rebecca Robinson

Deputy Superintendent of Teaching & Learning

Mr. Bill Atkins

Chief Financial Officer

Ms. Cecilia Davis

Assistant Superintendent of Curriculum & Instruction

Mr. Marco Garcia

Assistant Superintendent Human Resources Officer

Mr. Steve Linscomb

Director of Communications

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.

Vison

Judson ISD Driven by 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.

Schools

Judson High School Jesse Hernandez, Principal 9142 F.M. 78 Converse, TX 78109 (210) 945-1100	JSTEM Dawn Worley, Director 9695 Schaefer Rd. Converse, TX 78109 (210) 945-1159	Crestview Elementary Linda Cruz, Principal 7710 Narrow Pass Live Oak, TX 78233 (210) 945-5111	Olympia Elementary Shannon George, Principal 8439 Athenian Universal City, TX 78148 (210) 945-5113
Karen Wagner High School Mary Duhart-Toppen, Principal 3000 N. Foster Rd. San Antonio, TX 78244 (210) 662-5000	JCARE Ricci Bethely-Day, Principal 102 School St. Converse, TX 78109 (210) 619-0330	Elof Elementary Scott Wilson, Principal 6335 Beech Trail Converse, TX 78109 (210) 661-1130	Park Village Elementary Sharon Balderas, Principal 5855 Midcrown Dr. San Antonio, TX 78218 (210) 653-1822
Veterans Memorial High School Gregory Brauer, Principal 7618 Evans Rd. San Antonio, TX 78266 (210) 619-0222	Judson Learning Academy Liza Guerrero, Principal Rolling Oaks Mall 6909 N. Loop 1604 E., #2010 San Antonio, TX 78247 (210) 651-4080	Escondido Elementary Cynthia Keeler, Principal 5000 Texas Palm Drive Converse, TX 78109 (210) 662-2250	Paschall Elementary Tricia Davila, Principal 6351 Lakeview Dr. San Antonio, TX 78244 (210) 662-2240
Judson Middle School Dawn Worley, Principal 9695 Schaefer Rd. Converse, TX 78109 (210) 357-0801	Judson Early College Academy Josephine Juarez, Principal 8230 Palisades Drive Live Oak, TX 78148-3186 (210) 619-0200	Franz Elementary Kelle Lofton, Principal 12301 Welcome Dr. Live Oak, TX 78233 (210) 655-6241	Rolling Meadows Elementary Michelle La Rue, Principal 17222 F.M. 2252 San Antonio, TX 78266 (210) 945-5700
Kirby Middle School Elizabeth Arredondo, Principal 5441 Seguin Rd. San Antonio, TX 78219 (210) 661-1140	Candlewood Elementary Andrea Johnson, Principal 3635 Candleglenn San Antonio, TX 78244 (210) 662-6881	Hartman Elementary Monica Rodriguez, Principal 7203 Woodlake Pkwy San Antonio, TX 78218 (210) 564-1520	Salinas Elementary Martin Silverman, Principal 10560 Old Cimarron Tr. Universal City, TX 78148 (210) 659-5045
Kitty Hawk Middle School Beverly Broom, Principal 840 Old Cimarron Trail Universal City, TX 78148 (210) 945-1220	Converse Elementary Cynthia Davis, Principal 6720 FM 1516 Converse, TX 78109 (210) 945-1210	Hopkins Elementary Terry Combs, Principal 2440 Ackerman Rd. San Antonio, TX 78219 (210) 661-1120	Spring Meadows Elementary Destiny Barrera, Principal 7135 Elm Trail San Antonio, TX 78244 (210) 662-1050
Henry Metzger Middle School Loretta Davidson, Principal 7475 Binz Engleman San Antonio, TX 78244 (210) 662-2210	Coronado Village Elementary Erika Garza, Principal 213 Amistad Universal City, TX 78148 (210) 945-5110	Masters Elementary La Tanya Baker, Principal 2650 Woodlake Pkwy Converse, TX 78109 (210) 945-1150	Woodlake Elementary Kristin Saunders, Principal 5501 Lakebend E. San Antonio, TX 78244 (210) 662-2220
Woodlake Hills Middle School Daniel Brooks, Principal 6625 Woodlake Pkwy San Antonio, TX 78244 (210) 661-1110	Copperfield Elementary Sherri Wrather, Principal 7595 East Loop 1604 N. Converse, TX 78109 (210)619-0460	Miller's Point Elementary Barbara Smejkal, Principal 7027 Misty Ridge Converse, TX 78109 (210) 945-5114	Wortham Oaks Elementary Yvonne Munoz, Principal 5710 Carriage Cape San Antonio, TX 78261 (210) 945-5750

Preface

Parents and Students:

Welcome to the 2020-21 school year!

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

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

Therefore, parents and students should become familiar with the *Judson ISD* Student Code of Conduct located in Section III of this handbook. State law requires that the

Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

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

Accessibility

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

Judson ISD is looking forward to a successful 2020-21 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 or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

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 Display a Student's Original Works and Personal Information

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

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

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

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

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

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

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

- Is to be used for school safety,

- Relates to classroom instruction or a co-curricular 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.

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.

Directory Information Notice

The Directory Information form must be returned to your child's teacher or the school office within 10 days of receipt.

According to the Family Education Rights and Privacy Act (FERPA), a federal law, and the Texas Public Information Act, certain information about Texas public school students is considered Directory Information.

Directory Information will be released to anyone who follows proper procedures to request it unless the student's parent or guardian objects to the release of Directory Information in writing.

Limiting Electronic Communications between Students and District Employees

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

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

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

The employee is required to include 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 his or her 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 his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, 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 **Authorized Inspection and Use of Student Records** on page 21.

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

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

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

A student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- 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.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.

- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in or receive financial assistance under a program.

A parent can 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 Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child’s participation in:

- Any survey concerning private information listed above, regardless of funding.
- School 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.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

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

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.

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

Human Sexuality Instruction

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.

State law requires that the district provide written notice before each school year of the board’s decision to provide human sexuality instruction.

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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

Elementary

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

Middle School

6th grade students will be exposed to basic reproductive system and abstinence education in their health education class. 7th and 8th 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

All curriculums and programs used for JISD should be approved by the local SHAC (School Health Advisory Council) and be researched based.

Please be aware that parents have the right to exempt their child from these lessons and an alternate lesson will be provided.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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

[See policy EHBK(LEGAL).]

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 112 and policy EC(LEGAL).]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, 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.]

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.

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

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

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

Student Records

ACCESSING STUDENT RECORDS

- A parent may review his or her 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 15, are the right to:

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

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Ave., S.W.
 Washington, DC 20202

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. School officials would 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 his or her duties.

"Legitimate educational interest" in a student's records includes 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 to the school and the student; or investigating or evaluating programs.

- 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 15.]

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 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 he or she wants to inspect.

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

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

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, as determined by the board of trustees, 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 115, and **Complaints and Concerns** on page 45.]

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.

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

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements.
- Grade level, course, or educational program placement.

- Eligibility requirements for participation in extracurricular activities.
- Enrollment in the 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](#) by visiting the TEA website at www.tea.texas.gov.

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

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

Transportation is not provided for a transfer to another campus. See the Pupil Services Department for more information.

[See **Bullying** on page 36, and policies FDB and FFI.]

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently

dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her 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 policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service / Assistance Animal

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

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

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 grant partial course credit by semester when the student only passes one semester of a two-semester course.

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

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

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

- Assist the student with the completion of applications for admission or financial aid.
- Arrange and accompany the student on campus visits.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of

examination fees by the Texas Department of Family and Protective Services (DFPS); and

- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 49, **Course Credit** on page 48, and **A Student in Foster Care** on page 129 for more information.]

A Student Who Is Homeless

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

- Proof of residency requirements.
- Immunization requirements.
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness).
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules.
- 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.

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 49, **Course Credit** on page 48, and **Students who are Homeless** on page 127 for more information.]

Section II:

Other Important Information for Parents and Students

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

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.

BETWEEN AGES 6 AND 19

State law requires that a student between the ages of 6 and 19 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 attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

AGE 19 AND OLDER

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has 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.]

[If a student pre-k through 12th 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.]

Exemptions to Compulsory Attendance

ALL GRADE LEVELS

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- 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 for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 24.]

SECONDARY GRADE LEVELS

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

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

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

Failure to Comply with Compulsory Attendance

ALL GRADE LEVELS

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

STUDENTS WITH DISABILITIES

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

BETWEEN AGES 6 AND 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The District Attendance Coordinator may be reached at (210) 619-0344. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

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

AGE 19 AND OLDER

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

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

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

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- For performances and competitions associated with UIL activities, the District shall allow a student a maximum of ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition.
- For other extracurricular activities approved by the Board, the District shall allow a student a maximum of five absences in a school year but only when a student has a grade average of at least 75 in the courses or subjects to be missed and no more than three absences in the courses or subjects to be missed.

- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (ALL GRADE LEVELS)

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

Official attendance is taken every day during second period.

- For elementary the official attendance time is 9:30 a.m.
- For middle and high school, the official attendance time is 10:00 a.m.

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

Documentation after an Absence (ALL GRADE LEVELS)

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

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

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence. 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 student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL).]

Driver License Attendance Verification

(SECONDARY GRADE LEVELS ONLY)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver 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 tardies.

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 such as chorus, Safety Patrol, etc., may be affected.

- Student's conduct and/or effort grade(s) may be lowered in the subject(s) 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 the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings.
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings.
- 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 that is required by federal law.

This information can be found on the district's website at www.judsonisd.org. Hard copies of any reports are available upon request to the district's administration office.

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

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery (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.

Secondary

- "A" Honor Roll – All "A's" in all subjects with no "unsatisfactory" or no more than two "needs improvement" in citizenship grades.
- "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.

Bullying (All Grade Levels)

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done 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.

The district is required to adopt policies and procedures regarding:

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

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, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by using an application called **Report It** located on the JISD website.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 25.]

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

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

[See **Safety Transfers/Assignments** on page 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50, **Hazing** on page 96, 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) 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.

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.

It is the policy of the district not to discriminate 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.

It is the policy of the district not to discriminate 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.

Judson ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all Career and Technical Education programs of study.

[See **Nondiscrimination Statement** on page 110 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 99.]

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

(All Grade Levels)

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be obtained from the campus principal, Director of Guidance and Counseling or the Director of Human Resources, who serves as the District Title IX coordinator. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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 manage 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/organizaitons/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 Sexual Abuse

(ALL GRADE LEVELS)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual

conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 50.]

Warning Signs of Sex Trafficking (ALL GRADE LEVELS)

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. 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 boyfriends or girlfriends.

Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

(ALL GRADE LEVELS)

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

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, 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 Family and Protective Services, Programs Available in Your County.](#)]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

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

(All Grade Levels)

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

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 students 9th grade year and will be distributed to students in the beginning of their Sophomore year. At the end of the Sophomore year and distributed in the beginning of the student's Junior 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;
- 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 class/course schedule to fulfill each period of the day. 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 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 in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the valedictorian or 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.

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

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

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

[See **Class Rank/Highest-Ranking Student** in EIC Local for information specifically related to how the district calculates a student's rank in class, and requirements for

Graduation on page 88 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 26 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory.
- Enrollment in an 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; and
- Certain CTE courses.

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

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

Communications—Automated Emergency

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 purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** on page 117 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 115 for information regarding contact with parents during an emergency.]

Complaints and Concerns

(All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.judsonisd.org. A copy of the complaint forms may be obtained in the principal's or superintendent's office or on the district's website at www.judsonisd.org.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct

(All Grade Levels)

Applicability of School Rules

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

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct.

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 district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

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

Counseling

Academic Counseling

ELEMENTARY AND MIDDLE / JUNIOR HIGH SCHOOL GRADE LEVELS

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

HIGH SCHOOL GRADE LEVELS

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

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. 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.

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-knowledge and acceptance; interpersonal and communication skills, responsible behavior; conflict resolution; decision making; motivation to achieve; goal setting; and college and career planning.

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 concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor 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 for more information.

[See **Substance Abuse Prevention and Intervention** on page 128, **Suicide Awareness and Mental Health Support** on page 128, and **Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence** on page 39.]

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

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. Prior instruction may include, for example, 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 take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

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

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2020-21 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

Dates Scheduled:

First Quarter

Saturday: November 7, 2020
(Registration deadline, Thursday, October 8, 2020)

Second Quarter

Saturday: March 6, 2021
(Registration deadline, Friday, January 22, 2021)

Third Quarter

Wednesday-Friday: June 16, 17, 18, 2021
(Registration deadline, Friday, May 14, 2021)

Fourth Quarter

Wednesday-Friday: July 14, 15, 16, 2021

(Registration deadline, Thursday, June 3, 2021)

Students in Grades K–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 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 will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

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

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

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

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to 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.

Discrimination

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

Harassment

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

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

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

Sexual Harassment and 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 not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, 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 of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

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

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

During 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 that is the subject of the complaint was not unlawful.

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Distance Learning

All Grade Levels

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

The distance learning opportunity that the district makes available to district students is Edgenuity.

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.

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 66.] In addition, for a student who enrolls in a TXVSN course for which an end-

of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact 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 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, brochures, flyers, etc.

The school newspaper and the yearbook are available to students.

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. The decision regarding approval will be made within two school days.

The principal shall designate 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 FNG(LOCAL) for student complaint procedures.]

FROM OTHERS

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district

premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the 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 at DGBA or GF.]

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 noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

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

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Tops

- Any shirt with a finished neckline

- T-shirts that are not deemed offensive

Bottoms

- Pants, slacks, jeans, capris, skirts, skorts, dresses and shorts are permitted (Capri pants are defined as those pants that start at the waistline with length extending to and between the calf and ankle).
- Pants shall be worn securely at the waist and be properly hemmed or cuffed at or below the ankle, but not dragging the ground. Sagging, the practice of wearing extremely loose or baggy pants below the waist is prohibited. **Undergarments shall not be visible or exposed.** Holes exposing flesh above the mid-thigh are prohibited.
- Shorts, will be permitted provided that the shorts are neatly hemmed and must be no shorter than mid-thigh. Bicycle shorts, form fitting and skin-tight shorts or pants of spandex or other similar materials may be worn with a shirt that covers the bottom. Dresses, skirts, skorts and split-skirts will be permitted provided that they are no shorter than mid-thigh when seated. Holes exposing flesh above the mid-thigh are prohibited.
- Leggings must have an item of clothing worn over the material that covers the bottom when sitting and standing.
- Warmups or sweats (must fit appropriately)

Note: Overalls, zip off pants, oversize clothing, and any other item the principal may deem inappropriate may not be worn.

Outerwear

- JISD school letter jackets are allowed
- Masks must be worn in accordance with the Texas Education Agency's guidelines. Masks with political statements, or anything that could be deemed offensive will not be allowed.
- The hood of any clothing apparel is restricted to outdoor wear
- No full-length jackets/coats such as those commonly referred to as "trench" coats or "dusters" $\frac{3}{4}$ length (or less) jackets/coats are acceptable.
- May not be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction as deemed inappropriate by school administration.
- Any head coverings, including but not limited to hats and hoodies, are not to be worn inside the building.

Hair

- Must be neat, clean and well groomed

- Symbols and/or styles which are identified with gang membership, affiliation or representation shall not be allowed
- Extreme hair styles cannot be a distraction to the educational environment
- Dyed hair is permitted; however, extreme cases may be deemed by school officials as a distraction to the learning environment.

Shoes

- Students must wear shoes that are safe and appropriate for school (no house shoes, shower shoes, slides flip flops or shoes with skates/wheels).

Miscellaneous

- Tattoos that are inappropriate or gang related must be covered at all times.
- Piercings of the ears, nose, lip, tongue, or any other visible body part are permitted; however, extreme cases may be deemed by school officials as a distraction to the learning environment.
- Accessories with inappropriate decorations or advertisements are prohibited. This includes but is not limited to, any item that depicts the occult, sex, gang membership, death, suicide, violence, drugs or alcohol.

Prohibited Items

- Sunglasses
- Hairnets
- Garments that have holes worn or torn in them
- Halter tops, exposed midriffs, strapless and/or low-cut tops that expose breasts or cleavage, exposed backs, spaghetti straps, revealing or excessively tight garments and see-through clothing (**undergarments shall not be visible or exposed**)
- Heavy chains, spiked jewelry, heavy chain necklaces or other inappropriate types of jewelry/items
- Glitter, tattoos, and writing/drawing on the face
- Grills
- Bandanas of any kind, color, or pattern
- Clothing that promotes violence or reflect gang activity are prohibited. Clothing that is considered offensive, inflammatory or disruptive to the learning environment, including but not limited to, inappropriate advertising or statements that are offensive or inflammatory, alcoholic beverages, profanity, sex, tobacco,

drugs, gangs, guns and other weapons, excessively violent or gory imagery, and the promotion of violence or death.

- Pajamas, unless approved for a campus sanctioned activity.

School officials have the right to determine if clothing or grooming is inappropriate and may send home or request a clothing change for students who violate the standards described in the dress code.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Identification Badges:

ID's 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. ID's 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 Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including

during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a 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.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 122 and policy FNF.]

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.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, portable or Bluetooth speakers, headphones or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 120 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child "[Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, 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, and, in some cases, the consequence may rise to the level of 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.]

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. Students are allowed, at the discretion of the administration and teaching staff, to bring their own wireless devices to utilize the Judson ISD guest wireless network for instructional purposes.

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 a number of 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 1st, 2nd and 3rd degree offenses and consequences. The list is not intended to be all inclusive.

1st 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 1st 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.

2nd 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 2nd 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.

3rd 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 1st or 2nd degree offenses can result in a 3rd 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 assure 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 88 and **Standardized Testing** on page 125.]

English Learners (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 125, may be administered to an English learner for a 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 English learners who qualify for services.

If a student is considered an English learner 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.

Judson ISD adopted the Late Transitional model in 1991 and the Dual Language model in 2009 as a vehicle of instruction for Judson's Bilingual students. Research supports the knowledge that being bilingual brings cognitive and linguistic benefits. Cognitively, research demonstrates advantages in areas related to attention and focus. Specifically, bilingual students have shown advantages in switching focus, identifying conflicting information, and considering alternatives in problem solving situations (Hamayan, Genesee & Cloud, 2013). Therefore, it is essential that identified bilingual students receive instruction in their first language, so that students do not experience interrupted cognitive development and/or academic achievement. Judson's Bilingual program is an integral part of the regular educational program that is required under Chapter 74 of the Texas Education Code.

Transitional Bilingual/Late Exit Model §89.1210 (d) (2)

The Transitional bilingual/late exit model serves students who are identified as English learners by providing instruction in English and Spanish. This model offers academic growth in all content areas, such as Language Arts, Math, Science and Social Studies, through instruction in the student's first language (Spanish). As the student's English proficiency increases, instruction in the first language diminishes. The goal is to promote high levels of academic achievement and full academic language proficiency in both English and Spanish. The student transitions to English instruction once they have reached a certain level of competency in English. Other subjects such as are, music and physical education are taught in English.

Dual Language Immersion/Two-Way Model §89.1210 (d) (3)

Judson has chosen a 50/50 dual language model, and additive bilingual program that is accessible to both our English learners as well as native English-speaking students. This model seeks to integrate English speakers and English learners for academic instruction, and to have a balance of native Spanish speakers and native English speakers – half English learners and half native English speakers. Spanish and English language instruction for both groups of students is sheltered instruction strategies to aid in comprehension and language acquisition. The primary goals of the dual language model are:

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

English as a Second Language (ESL)

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

- Enable English Learners (EL) 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 English Learners.

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

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 130.]

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

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

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class. If your child has experienced trauma, contact the school counselor for more information.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or 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.

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

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

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

Standards of Behavior

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

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle build 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>

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)

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 130.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the

student to meet the 90 percent attendance 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.

1. Warning notices
2. Formal police reports
3. Possible fines
4. Towing

(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.

2020-2021 Middle School Student Fees		
Department	Fee	Explanation
Art	Not to exceed \$10	
Band	Not to exceed \$175	
Cheer	Not to exceed \$600	
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	\$0.10/day	Overdue 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
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 (JSTEM)	\$25.00 or less	Chromebook Insurance

Middle School Athletics

Girls Athletics: Volleyball, Basketball, Track, Tennis
 Boy Athletics: Football, Basketball, Track, Tennis

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. Kitty Hawk offers sweats as a limited one-time online purchase at the beginning of the year (\$30).

No athlete has ever been denied the opportunity to participate in Middle School Athletics because they could not afford to purchase athletic items.

MS Band Student Fee Explanation

Metzger	
JISD Instrument Usage Fee	\$60.00
Tux Shirt	\$20.00
Band T-shirt	\$15.00
Spring Festival (opt)	\$80.00
Total	\$175.00
Woodlake	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00
Spring Festival (opt)	\$80.00
Total	\$155.00
Judson MS	
JISD Instrument Usage Fee	\$60.00

Band T-shirt	\$15.00
Band Polo	\$21.00
Tux Shirt (Honors Only)	\$21.00
Book	\$10.00
Binder	\$4.00
Total	\$131.00
KHMS	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00
Tux Shirt (Honors Only)	\$21.00
Bow Tie	\$10.00
Total	\$106.00
Kirby	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00
T-shirt & Binder/Supplies	\$25.00
Total	\$100.00

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

Kirby	
T-shirt & Supplies	\$20.00
KHMS	
T-shirt & Supplies	\$20.00
Woodlake	
T-shirt	\$12.00
Metzger	
T-shirt & Supplies	\$20.00
Judson MS	
T-shirt & Supplies	\$20.00

MS Orchestra Student Fee Explanation

Woodlake	
JISD Instrument Usage	\$60.00
T-shirt	\$12.00
Spring Festival (opt)	\$80.00
Total	\$152.00

Kirby	
JISD Instrument Usage Fee	\$60.00
T-shirt and Supplies	\$20.00
Total	\$80.00
Judson MS	
JISD Instrument Usage Fee	\$60.0
T-shirt	\$10.00
Total	\$70.00
Metzger	
JISD Instrument Usage Fee	\$60.00
T-shirt	\$15.00
Tux Shirt & Bow tie	\$20.00
Spring Festival (opt)	\$80.00
Total	\$175.00
KHMS	
JISD Instrument Usage Fee	\$60.00
T-shirt	\$15.00
Spring Festival (opt)	\$80.00
Total	\$155.00

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.

2020-2021 High School Student Fees		
Department	Fee	Explanation
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 \$1000.00	
Cheer Optional Fee	600.00	
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
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

JHS - Band	
Varsity Fair Share Fee	\$100.00
Meals	\$40.00
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
Total	\$456.00
JHS – Color Guard	
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	\$12.00
Gloves	\$23.00
Water Jug	\$35.00
Volunteer Opt Out Fee	\$75.00
Total	\$562.00
JHS - Winter Guard	
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
Var. WG General Total	\$387.00
JV WG General Total	\$242.00
VMHS – Band	
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
Total	\$338.75
VMHS – Guard	
Fair Share Fee	\$100.00
Meals	\$50.00
Jazz Shoes	\$38.00
Band Polo	\$34.25
Gloves/Rifle	\$55.00
Duffel Bag	\$21.25
Water Jug	\$18.00
Team Jacket	\$44.00
Team Pants	\$48.50
Total	\$409.00

VMHS - Winter Guard	
Fair Share (Equip, Props, Design, Music/Copy Right)	\$260.00
Show Shirt	\$15.00
Total	\$275.00
VMHS - Indoor Percussion	
Fair Share (Design, Equip, Uniform, Supplies)	\$120.00
WG Show Shirt	\$18.00
Total	\$138.00
WHS – Band	
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
Total	\$285.00
WHS – Color Gard	
Fair Share Fee	\$100.00
Meals	\$50.00
T-shirt	\$15.00
Shoes	\$40.00
Guard Gloves	\$45.00
Total	\$250.00
VMHS – Winter Guard	
Fair Share (Equip, Props, Design, Music/Copy Right)	\$280.00
Show Shirt	\$15.00
Total	\$295.00

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

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

HS Orchestra Student Fee

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

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

HS Dance Student Fees

JHS	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
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
Total	\$954.00	\$819.00	\$563.00

VMHS	
Field Hat	\$55.50
Body tights	\$16.00
Team Leggings	\$27.00
Turning Shoes	\$18.00
Black Jazz Shoes	\$24.00
Team Jersey	\$33.00
Team Poms	\$33.00
Dance Team Bag	\$52.00
Varsity Team Camp	\$260.00
Dance Team Warm-ups	\$92.00
Team Boots	\$65.00
Team Earrings	\$8.00
Team Game Day to embroidery	\$20.00
Team Bag embroidery	\$15.00
Total	\$718.50

JV Items	
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	\$33.00
Dance Team Bag	\$52.00
JV Team Camp	\$292.00
Dance Team Warm-ups	\$92.00
Team Earrings	\$8.00
Total	\$681.00

Pep Squad Items	
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

Total		\$361.00
WHS		
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
Total		\$456.00

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

JHS		
Cheer Camp	\$300.00	Instructors, Meals
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Other	\$200.00	Strength and Conditioning training program, Game Day uniform, bows, Spirit wear
Total	\$1000.00	
VMHS		
Cheer Camp	\$300.00	Instructors, Meals
Shirts	\$45.00	3 shirts
Shorts	\$75.00	3 shorts
Team Polo	\$25.00	
Shoes	\$60.00	
Bows	\$15.00	3 bows
Backpack	\$65.00	
Sleeves	\$20.00	
Leggings	\$15.00	
Bloomers	\$20.00	
Megaphone (Varsity only)	\$70.00	
Jacket & Pants	\$100.00	
Uniform Usage Fee	\$80.00	
Total	\$890.00	
WHS		
Cheer Camp	\$300.00	Instructors, Meals
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Cheer Fees	\$200.00	Strength and Conditioning training program, Game Day uniform, bows, Spirit wear
Total	\$1000.00	

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

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

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

2020-2021 High School Athletic Fees		
Football	No Mandatory Fee	Optional Items Not to exceed \$45.00 (i.e. T-shirt/shorts/game day shirt)
Cross Country	No Mandatory Fee	Optional Items Not to exceed \$35.00 (i.e. T-shirt/shorts/game day shirt)
Volleyball	No Mandatory Fee	Optional Items Not to exceed \$30.00 (i.e. T-shirt/shorts/team shirt)
Swimming	No Mandatory Fee Required items not to exceed \$100.00	
Basketball	\$10.00 per semester	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 \$45.00 (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 \$20.00 (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 t-shirt for \$15.00 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 t-shirt for \$20.00 per set.
Sell used sets at a discounted price.

Wagner High School

Require PE students to purchase t-shirt for \$6.00

(Allow students to pay using a payment plan. Waive fee if needed)

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.

2019-2020 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 nd 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	\$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	\$30.00	State and national dues; t-shirt	Installment Payments, and/or fundraising
Trade & Industrial Programs (Middle School) (High School)	\$30-50 \$40-65	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
Ag Programs (FFA Membership)	Membership 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.

Fundraising

(All Grade Levels)

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

Gang-Free Zones

(All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

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
Freshman	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)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Grades 1-5 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

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: 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 demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 82.]

In addition, at certain grade levels a student 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 STAAR.*

- In order 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.
- In order 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 course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student in grade 3-8 is enrolled in a class or course intended for students above his or her 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 he or she is enrolled, unless otherwise required to do so by federal law.

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. 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.

A student in grade 5 or 8 will have two additional opportunities to take 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. In order 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]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 88]

Certain students, some with disabilities and some with limited English proficiency, may be eligible for exclusions or accommodations. For more information, contact campus administration.

Personal Graduation Plans

A Personal Graduation Plan (PGP) will be prepared for any student in middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. A principal of a junior high or middle school shall designate a school counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in the junior high or middle school. The plan will, among other items,

- Identify educational goals for the student.
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies.
- Include an intensive instruction program described in Education Code 28.0213 [see EHBC].
- Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and

- Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

[For additional information, see the counselor and policy EIF (LEGAL).]

For a student receiving special education services, the student's ARD committee and the district are responsible for developing the student's PGP. A student's IEP developed under Education Code 29.005 may be used as the student's PGP.

High School PGP

A principal of a high school shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together with that student's parent or guardian.

The PGP options reviewed must include the distinguished level of achievement and endorsements. Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that:

- Promotes college and workforce readiness and career placement and advancement; and
- Facilitates the student's transition from secondary to postsecondary education.

A district may not prevent a student and the student's parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or endorsement.

A student may amend the student's PGP after the initial confirmation of the plan. If a student amends the student's PGP, the school must send written notice to the student's parents regarding the change.

Report Cards/Progress Reports and Conferences

Report Cards shall be issued every nine weeks on the Judson ISD Checklist (Pre-Kindergarten – Kindergarten) and JISD Report Card (Grades 1-12). 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 1-5 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 and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines** on page 83.]

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 117 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:

- 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.
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

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 the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. [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 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.

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 **Standardized Testing** on page 125 for more information.]

Foundation Graduation Program

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

State law and rules 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 graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s 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 state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

Endorsements

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)

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 a AP test of 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 a 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 re prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

Endorsements	A student may earn an endorsement by successfully completing: <ul style="list-style-type: none"> • Curriculum requirements for the endorsement • A total of four credits in mathematics • A total of four credits in science • Two additional elective credits
STEM	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> • CTE courses with a final course from the Agriculture, Food & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance, Hospitality & Tourism; Information Technology Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology applications • A combination of credits from the categories listed above
Public Services	A coherent sequence or series of courses selected from one of the following:

	<ul style="list-style-type: none"> • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> • Social Studies • The same language in Languages Other Than English • Two levels in each of two language in Languages Other than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
Multidisciplinary Studies	<p>A coherent sequence or series of courses from one of the following:</p> <ul style="list-style-type: none"> • 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 • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
	Total Credits w/endorsements - 26
Distinguished Level of Achievement	<ul style="list-style-type: none"> • 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
Performance Acknowledgments	<p>For outstanding performance</p> <ul style="list-style-type: none"> • 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 <p>For earning a nationally or internationally recognized business or industry certification or license</p>

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:

1. 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.
2. 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.
3. 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, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in 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 he or she 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

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

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

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

Certificates of Coursework Completion

A certificate of coursework completion will 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

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

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

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and 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 for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

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 exit-level tests or end-of-course assessments will be contingent upon the student's completion of all applicable requirements for graduation.

Impact on Graduation

For graduating seniors who are in DAEP during the last week of school, the DAEP placement will continue through graduation, and the student will not be allowed to participate in commencement exercises and related graduation activities.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 128.]

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 68.]

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 tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Hazing

(All Grade Levels)

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

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

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

[See **Bullying** on page 36 and policies FFI and FNCC.]

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-Related Matters

Student Illness

(ALL GRADE LEVELS)

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

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 IS 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's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons 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 103 for more information.]

Food Allergies

(ALL GRADE LEVELS)

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

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

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

[See policy FFAF and **Celebrations** on page 38.]

Head Lice

(ALL GRADE LEVELS)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time, and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

[See policy FFAA.]

Pandemic (COVID-19)

In accordance with TEA guidelines, parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. Regularly performing a forehead temperature check of otherwise asymptomatic students in school is a possibility depending on the severity of an outbreak.

- In the case of an individual/student who was diagnosed with COVID-19, the individual/student may return to school when all three of the following re-entry criteria are met:
 - At least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); and
 - The individual/student has improvement in symptoms (e.g., cough, shortness of breath); and
 - At least ten days have passed since symptoms first appeared.
- In the case of an individual/student who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual/student is assumed to have COVID-19, and the individual/student may not return to the campus until the individual/student has completed the same three-steps of the criteria listed above.
- If the individual/student has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual/student must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing locations found at <https://tdem.texas.gov/covid-19/>.

Before visitors are allowed onto campuses, JISD will screen all visitors to determine if the visitors have COVID-19 symptoms or are lab-confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry. Additionally, JISD must screen to determine if visitors have had close contact with an individual who is lab-

confirmed with COVID-19, and, if so, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.

Any individuals who themselves either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual/student to determine any of the below conditions for campus re-entry have been met:

Confirmed or Suspected COVID-19 Cases

- **Confirmed Cases:** If a student tests positive, the entire student cohort/class will shift to remote learning for 14 days, including weekends (this may include more than one class and a bus cohort). Communication will be provided as soon as possible to the parents of students who came in contact with a person with a positive COVID-19 test result, as well as a general notification to all students and staff of the campus. Students who have tested positive will not be permitted to return to school until they have completed the 14 day quarantine **and** are symptom free for three days from recovery or are cleared by a medical professional. While this may cause an added burden on families, our goal is health and safety for all students.
- **Exposure:** If a student has been in close and/or prolonged contact with someone who has tested positive, the student cohort, as well as the teacher, will move to remote instruction for a minimum of three days to allow for additional sanitation/disinfection and monitoring. Students who were directly exposed should not return to school if they experience COVID-19 symptoms. Students will be given medical/safety information from the school nurse which must be followed before he/she is allowed to return to school. The school nurse may provide a clinical screening assessment upon return to campus.
- **Displaying Symptoms:** If a student displays symptoms of COVID-19 while on campus, the school nurse will provide a clinical screening assessment to determine if a student needs to be sent home. Students who are ill will be separated from their peers and should be picked up by the student's parent/guardian. Students will be given medical/safety information from the school nurse which must be followed before he/she is allowed to return to school. The school nurse may provide a clinical screening assessment upon return to campus. Other students will be removed from the classroom and taken to an alternate location on campus so that the classroom can be disinfected.

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

- If an individual who has been in a school is lab-confirmed to have COVID-19, JISD will notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality

requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

- JISD will close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, JISD must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

Physical Activity Requirements

ELEMENTARY SCHOOL

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

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

JUNIOR HIGH / MIDDLE SCHOOL

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

TEMPORARY RESTRICTION FROM PARTICIPATION IN PHYSICAL EDUCATION

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

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 Athletic Director at (210) 945-1252.

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 **Human Sexuality Instruction** on page 17 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 a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

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 Administration & Operations with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

(ALL GRADE LEVELS)

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 campus to obtain the results of his or her child's physical fitness assessment conducted during the school year.

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.]

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 cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.

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

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 Mr. Thomas Walker, 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 210-945-5320.

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 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 **Student Illness** under **Health-Related Matters** on page 96.]

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). 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; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. 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.

As noted at **Bacterial Meningitis** on page 97, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis

vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

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, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

[For further information, see policy FL(LEGAL).]

Leaving Campus (All Grade Levels)

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

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to

the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, 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 to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

All 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. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as

the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

(ALL GRADE LEVELS)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and 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.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding "attendance for credit or final grade." [See **Attendance for Credit or Final Grade** on page 32.]

A student involved in an extracurricular activity must notify his or her 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(LLEGAL).]

GRADES 9-12

A high school 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, 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).]

In-School Suspension (ISS) and Out-of-School-Suspension (OSS) Makeup Work (ALL GRADE LEVELS)

Completion of Course Work

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

COMPLETION OF COURSES

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 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).]

Medicine at School (All Grade Levels)

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

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

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

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- 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.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the 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 requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is able to do so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

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

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

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

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

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. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A 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. [For further information, see policy FFAC.]

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 admission and 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: Mr. Marco Garcia, Assistant Superintendent of Human Resources, 8012 Shin Oak, Live Oak, TX 78233, (210) 945-5100, mgarcia196@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, see the ADA/Section 504 Coordinator: Monica Garcia, Director of Guidance and Counseling, 8205 Palisades Drive, Live Oak, TX 78233, (210) 945-5230, mgarcia083@judsonisd.org.
- For all other concerns regarding discrimination, see the superintendent: Dr. Jeanette Ball, 8012 Shin Oak, TX 78233, (210) 945-5100, jball@judsonisd.org.

[See policies FB, FFH, and GKD.]

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

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 47.]
- 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 his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 117.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 134.]
- 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 ensuring local community values are reflected in health education instruction and

other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 100.]

- 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. [See policies at BE and BED for more information.]

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 his or her required physical examination.

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

Spinal Screening Program

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

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

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

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 19.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, 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 / 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 subjects 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.

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 course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, 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 grades 3–8 is enrolled in a class or course intended for students above his or her 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 he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 125.]

A student in grade 5 or 8 will have two additional opportunities to take 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 Director of Special Education Services.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations, will be notified that their child will participate in special instructional programs designed to improve performance. 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.

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 82.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 88 and **Standardized Testing** on page 125 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** on page 105.]

Report Cards / Progress Reports and Conferences

(All Grade Levels)

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 83.]

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

Safety

(All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.

- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Students in grades 7–12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

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. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

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 previously provided to the district has changed.

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, BrightArrow, News Media and the Judson ISD Facebook page @judsonisd.

[See **Communications-Automated, Emergency** on page 44 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 125.]

School Facilities

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.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

(ALL GRADE LEVELS)

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways during Class Time

(ALL GRADE LEVELS)

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Cafeteria Services

(ALL GRADE LEVELS)

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

Free and reduced-price meals are available based on financial need or household situation. 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 notifies the district that a student's information should not be disclosed.

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 Elem.
3. Converse Elem.
4. Ed Franz Elem.
5. Eloff Elem.
6. Hartman Elem.
7. Hopkins Elem.
8. Miller's Point Elem.
9. Paschal Elem.
10. Park Village Elem.
11. Spring Meadows Elem.
12. Woodlake Elem.
13. JCARE

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.schoollunchapp.com.

See CO for more information.

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 are strongly encouraged to 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>.

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. Please visit with your campus Library Media Specialist for times when the facility is open for independent student use.

Meetings of Noncurriculum-Related Groups

(SECONDARY GRADE LEVELS ONLY)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

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.

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 attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless 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.

Vehicles on Campus

(SECONDARY GRADE LEVELS ONLY)

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.

1. Warning notice
2. Formal police report
3. Possible fines
4. Towing

Consequences are dependent on the nature of the infraction.

The 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.

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.

Trained Dogs

(ALL GRADE LEVELS)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

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 59 for more information.]

Drug Testing

(SECONDARY GRADE LEVELS ONLY)

[See **Steroids** on page 129.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 50.]

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:

www.judsonisd.org or contact the Director, Guidance & Counseling (210) 945-5215.

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.

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

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

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior

written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

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

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact person for Special Education Referrals:

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

Director of Special Education Services

(210) 945-5346

Section 504 Referrals:

Each school district or charter school 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, and opportunity for a parent or guardian to examine relevant records, and impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact person for Section 504 Referrals:

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

Dyslexia/504 Coordinator

(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
- Partners Resource Network
- Special Education Information Center
- Texas Project First

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.

English Learners (ESL)

Judson ISD adopted the Late Transitional model in 1991 and the Dual Language model in 2009 as a vehicle of instruction for Judson's Bilingual students. Research supports the knowledge that being bilingual brings cognitive and linguistic benefits. Cognitively, research demonstrates advantages in areas related to attention and focus. Specifically, bilingual students have shown advantages in switching focus, identifying conflicting information, and considering alternatives in problem solving situations (Hamayan, Genesee & Cloud, 2013). Therefore, it is essential that identified bilingual students receive instruction in their first language, so that students do not experience interrupted cognitive development and/or academic achievement. Judson's Bilingual program is an integral part of the regular educational program that is required under Chapter 74 of the Texas Education Code.

Transitional Bilingual/Late Exit Model §89.1210 (d) (2)

The Transitional bilingual/late exit model serves students who are identified as English learners by providing instruction in English and Spanish. This model offers academic growth in all content areas, such as Language Arts, Math, Science and Social Studies, through instruction in the student's first language (Spanish). As the student's English proficiency increases, instruction in the first language diminishes. The goal is to promote high levels of academic achievement and full academic language proficiency in both English and Spanish. The student transitions to English instruction once they have reached a certain level of competency in English. Other subjects such as art, music and physical education are taught in English.

Dual language Immersion/Two-Way Model §89.1210 (d) (3)

Judson has chosen a 50/50 dual language model, an additive bilingual program that is accessible to both our English learners as well as native English-speaking students. This model seeks to integrate English speakers and English learners for academic instruction, and to have a balance of native Spanish speakers and native English speakers – half English learners and half native English speakers. Spanish and English language instruction for both groups of students is embedded and delivered through the core academic subjects. Partner teachers deliver instruction with the use of sheltered instruction strategies to aid in comprehension and language acquisition. The primary goals of the dual language model are:

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

English as a Second Language (ESL)

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

- Enable English Learners (EL) 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 English Learners.

Standardized Testing

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
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes

the student has made sufficient progress in the student's individualized education plan (IEP). [See **Promotion and Retention** on page 115 for additional information.]

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.

HIGH SCHOOL COURSES—END-OF-COURSE (EOC) ASSESSMENTS

Students in high school or students enrolled in an applicable high school course are required to take the following STAAR end-of-course (EOC) assessments:

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

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional 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 (PNP).

[See **Graduation** on page 88 for additional information.]

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).

SAT and ACT Exams

The SAT and ACT exams are used by colleges and universities to determine admission to their institution. In an effort to give students every opportunity to pursue their

educational goals, SAT is offered free of charge to all juniors in the spring semester. ACT exams are not offered directly by Judson ISD, but students can register to take the exam at various testing centers throughout the area.

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 further disciplinary action.

Steroids

(Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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 in Foster Care

(All Grade Levels)

In an effort to provide educational stability, the district will assist 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) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact the district's foster care liaison, at (210) 945-5230 with any questions.

[See **Students in the Conservatorship of the State** on page 26 for more information.]

Students Who are Homeless

(All Grade Levels)

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

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.

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) 945-5230.

[See **Students Who Are Homeless** on page 27.]

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 his or her 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 his or her 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 88 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 Associate Superintendent of Instructional Services for further information.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

(All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

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) or an Intra-district (in district) transfer 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 they 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 and Intra-district transfers please contact the receiving campus or the Pupil Services Department at (210) 619-0342.

[See **Safety Transfers/Assignments** on page 25, **Bullying** on page 36, for other transfer options.]

Transportation (All Grade Levels)

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 119 for more information.]

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. Parents must fill out the Transportation Request form when registering their children online.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops. Judson Transportation has equipped busses with the latest student attendance technology. Students are expected to follow the procedures for using this technology.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at (210) 945-1230. Students should be at their stop 5 to 10 minutes before pick up time.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- 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 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 the other students is prohibited.
- Do 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.
- Do 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.

- Must 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.
- Must keep all parts of their body inside the buss at all times.
- Are not allowed to put their feet or lie down on the seats.
- Do not eat or drink on the bus.
- Do not spit on the bus or out the bus window.
- Keep the bus aisle clear at all times; back packs, etc. blocking passageway.
- Do 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.
- Do not use any electronic device without earbuds.
- Do not take pictures of student or employees without their approval.
- Do 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 using abusive language or gestures towards a student or driver.

Note: Video cameras are used along with diver referrals in determining the violations of the School Bus Code of Safety and Conduct.

Vandalism

(All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras

(All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, 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, speak with the principal or Chief Technology Officer who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

Visitors to the School

(All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification and be checked in to our Raptor System. Visitors for all after school programs and activities will not be required to be checked in to our Raptor System but a list will be maintained of all present. This list will be turned into and recorded by the campus attendance office.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if

the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

BUSINESS, CIVIC, AND YOUTH GROUPS

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

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)

We appreciate so much the efforts of parent and grandparent volunteers that 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)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the

final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

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 or (210) 945-5100.

Purpose

The Student Code of Conduct ("Code") is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

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 committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective 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 office of the campus principal. 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; therefore, in case 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 authority of the district 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 and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus.
3. While the student is in attendance at any school-related activity, regardless of time or location.
4. For any school-related misconduct, regardless of time or location.
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location.
6. When a student engages in cyberbullying, as provided by Education Code 37.0832.
7. When criminal mischief is committed on or off school property or at a school-related event.
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas.
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. 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 of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. Contact information may be found at 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 of Conduct.

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.

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 son or daughter 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.

Security Personnel

To ensure sufficient 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).

"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.

Participation might 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 as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting 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 he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

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 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 the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with 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 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 156, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take 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 149, **DAEP Placement** on page 150, **Placement and/or Expulsion for Certain Offenses** on page 158, and **Expulsion** on page 160, certain 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 in that section on page 147.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques 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 **DAEP—Placement and/or Expulsion for Certain Offenses** on page 158.)
- 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 conduct that constitutes 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**.)

- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- 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 158.)
- 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.
- 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 158.)

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.
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown.
- Knuckles.
- *A location-restricted knife;
- *A club.
- *A firearm.
- A stun gun;
- A pocketknife or any other small knife.
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;

- Matches or a lighter;
- A laser pointer for other than 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 158. 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 school 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 150 and **Expulsion** on page 160 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 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 of the physical or mental faculties. (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.
- 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.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- 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.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as 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.

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. To the extent any conflict exists, 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.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- 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.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 149.
- Placement in a DAEP, as specified in **DAEP** on page 150.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 158.
- Expulsion, as specified in **Expulsion** on page 160.
- 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 reoccurrence 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 by the use of 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 or out-of-school suspension, placement in a DAEP, placement in 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 on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. 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 by U.S. Mail. 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 parent to inform him or her 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.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or 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

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

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.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention 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 also initiate a formal removal from class if:

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

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.
- DAEP.

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

Returning a Student to the Classroom

When 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, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student 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. An assignment to ISS may exceed three consecutive school days.

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 will complete assignments from his or her teachers.

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students in grade 2 or below 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 law.

Process

State law allows a student to be suspended 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 advise the student of the alleged misconduct. The student shall have the 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.

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 or out-of-school suspension, including at least one method of receiving this coursework that doesn't 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 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.

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.

Student participation in distance learning WILL count as a successful completion of a day in DAEP.

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 engaging in any of the following misconduct if committed while on school property, 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.

A student may be placed in a DAEP for the following conduct violations:

- Possesses, smokes, or uses tobacco products or paraphernalia, or electronic cigarettes, e-cigarettes, and any component part or accessory for an e-cigarette device, or any other electronic vaporizing device or nicotine delivery system, or possesses drug paraphernalia.

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, 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 has 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**, but is not required 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 marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. 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. (School-related felony drug offenses are addressed in **Expulsion** on page 160.) (See **glossary** for "under the influence.")
 - 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, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 152.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - 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 firearms 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 160.)
- 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

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

Process

Removals to a DAEP shall be made by the Director of Pupil Services.

Conference

When a student is removed from class for a DAEP offense, the campus administrator shall schedule an initial conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the initial conference, the campus administrator shall inform the student, orally or in writing, of the reasons for the proposed removal and shall give the student an explanation of the basis for the proposed removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the administrator may hold the conference and make a recommendation decision regardless of whether the student or the student's parents attend the conference.

Once a recommendation has been made by the campus administrator the Director of Pupil Services will determine whether a student is assigned to the district's DAEP. This decision will be made at a placement conference scheduled by the campus administrator. The date and time of the placement conference will be scheduled during the initial conference with the campus administrator. If the administrator is unable to contact the parent, the placement conference will be scheduled without the parent's presence. If the parent is unable to make the scheduled placement conference date and time, they must contact the Pupil Services Department at (210) 619-0342 no later than 24 hours prior to the scheduled conference. A parent is only allowed to reschedule the placement conference one time.

Consideration of Mitigating Factors

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, or
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 placement conference, if the student is placed in the DAEP, the Pupil Services Director 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, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The Pupil Services Director shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based 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 commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the Pupil Services Director 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.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP or the length of the placement must be in writing and delivered to Student Support Services no later than two school days from the date the student or parent receives the written DAEP placement order. The Student Support Services office may be reached at (210) 619-0352. The written appeal must be filed with Student Support Services and must set out every reason the parent believes the placement decision was wrong or the length of the placement is too long, and must have attached to it a copy of the placement order and a copy of any document the student or parent believes supports the appeal. Within three school days of the receipt of the appeal, the Student Support Services office will contact the student and the parent and schedule an appeal conference to be held by the Assistant Superintendent of Operations. Within two school days of the appeal conference the Assistant Superintendent of Operations will send a written decision denying or granting the appeal.

If the student or parent is not satisfied with the appeal ruling, the student or the parent may appeal that ruling to the Board by filing with the Superintendent a written request to do so, and must attach to that request a copy of the placement order, a copy of

the written appeal, and a copy of the Assistant Superintendent of Operations decision. The Board will not consider any reason or argument not presented to the Assistant Superintendent of Operations and will have the Superintendent inform the student and the parent of the date, time, and place of the appeal to the Board. The Board's decision on the appeal will be final.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Grievances or complaints regarding any issue concerning placement in a DAEP other than the placement itself or the length of the placement must be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy online at www.judsonisd.org.

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 during the terms of placement. This restriction applies until the student fulfills the DAEP assignment in this district or another school district.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or 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 Pupil Services Director 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 Pupil Services Director 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 Pupil Services Director 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. The district may place the student in the district's DAEP or a regular classroom setting.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a 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 shall be given oral 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 placement may not be 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 made 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 campus behavior coordinator 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 these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator 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 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.

Student participation in distance learning WILL count towards completion of the term of the expulsion order.

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 143)

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 Section 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, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- 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, 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 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.

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 children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- 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.
- 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.
4. 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 Director of Pupil Services 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 hear statements made by the parties at the review and shall 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 Director of Pupil Services 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 Pupil Services Department 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 has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

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 campus behavior coordinator 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 campus behavior coordinator 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 verbal 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 his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT, or the American College Test, 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 his or her 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:

1. A crime that involves 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 it 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. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves 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(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as 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 in Section 37.0832 of the Education Code 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. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or 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 to 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 stands for the Texas Department of Public Safety.

E-cigarette 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. 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 are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act passed in December 2015.

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 other emergency that he or she knows 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 weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a 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; and
 - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

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

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

Hit list is 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 he or she begins grade 9.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; 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; telecommunications or electronic devices; or 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 gun.
 - c) A short-barrel firearm;
2. Armor-piercing ammunition.
3. A chemical dispensing device.
4. A zip gun.
5. A tire deflation device.

6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

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, 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 refers to the Scholastic Aptitude Test, 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.

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 other 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 children 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(EXHIBIT).]

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

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, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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 he or she has 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.

Judson ISD Student Handbook

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

Judson ISD Student Handbook

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.

Judson ISD Student Handbook

Index

- absences
 - doctor's note, 34
 - excused, 29, 30
 - extenuating circumstances, 32
 - for college visits, 29
 - for competition, 67
 - for playing "Taps", 30
 - for students in foster care, 29
 - makeup work, 107
 - military families, 25, 29
 - parent's note, 33, 34
 - unexcused, 30
 - See also* attendance.
- academic programs
 - nontraditional, 111
 - parent involvement, 111
- accelerated instruction
 - attendance, 28, 30
 - failure to meet passing standards on state assessment, 28
 - reading instruction, 28
- accident insurance, 116
- accountability of the school district, 35
- admission, review, and dismissal (ARD) committee, 94, 144, 159
- admissions
 - college and university, 43, 89
 - University of Texas at Austin, 43
- Advanced Placement (AP) courses, 44
- anaphylaxis, 109
 - See also* food allergies.
- appeals process
 - board review of expulsion, 165
 - DAEP appeals, 155–56, 157
 - discipline management techniques, 147
 - sex offender registry, 159
- Armed Services Vocational Aptitude Battery test, 35
- asbestos, 102
- assistance animals, 26
- attendance, 28, 139
 - college visits, 29
 - compulsory, 28
 - doctor's note, 34
 - driver license, 34
 - extenuating circumstances, 32
 - for credit, 32
 - for final grade, 32
 - military families, 25
 - official attendance-taking time, 33
 - parent's note, 33
 - principal's plan, 32
 - students 19 or older, 29
 - students with disabilities, 30
 - truancy court, 31
 - truancy prevention measures, 30
 - unexcused absences, 30
 - warning letter, 30, 31
- attendance review committee, 32, 49
- automatic admission, 43
- automatic admissions, 89
- aversive techniques, 145
- awarding credit, 48
- awards, 36
- bacterial meningitis**, 97
 - communicability, 98
 - defined, 97
 - prevention, 98
 - symptoms, 97
 - See also* contagious diseases.**
- bilingual programs, 64
- board of trustees, 136
- bullying, 36
 - counseling, 37
 - cyberbullying, 36
 - policy, 179
 - school safety transfer, 25
 - See also* hazing.
- bus rules, 130
- buses
 - pickup and drop-off locations, 130
 - required conduct, 130
 - routes and schedules, 130
- Buses, 130
- cafeteria, 117

Judson ISD Student Handbook

- campus behavior coordinator, 46, 137–38
 - campus rules, 139, 144
 - career and technical education (CTE)
 - college credit courses, 44
 - counseling, 47
 - nondiscrimination statement, 38
 - Celebrate Freedom Week, 18
 - celebrations, 38
 - cell phones, 59, *See* electronic devices.
 - certificate of attendance, 94
 - certificate of coursework completion, 94
 - cheating. *See* prohibited behavior.
 - Child Sexual Abuse
 - sexual abuse of a child, 39
 - class changes, 129
 - class rank**, 42
 - class schedules, 42
 - partial vs. full-time, 42
 - classroom parties, 38
 - classroom rules, 139, 144
 - clubs. *See* extracurricular activities.
 - college
 - admissions, 43
 - admissions, 89
 - credit, 44
 - University of Texas at Austin, 43
 - visits, 29
 - communicable diseases
 - See* contagious diseases.
 - communications, automated, 44
 - emergency, 44
 - nonemergency, 44
 - complaints, 23, 45
 - computers, 142–43
 - breach of security, 142
 - hacking/cracking, 142
 - See also* technology resources.
 - conduct, 45
 - at social events, 47
 - before and after school, 117
 - campus behavior coordinator, 46
 - disrupting school operations, 46
 - on school buses, 130
 - on school transportation, 46
 - use of hallways, 117
 - when school rules apply, 45
 - confiscation of student property
 - confiscation of property. *See* discipline management techniques.
 - consideration of mitigating factors, 153
 - contagious diseases, 97
 - bacterial meningitis**, 97
 - excluding from school, 97
 - leaving campus in case of illness, 106
 - corporal punishment, 14, *See* discipline management techniques.
 - correspondence courses. *See* distance learning.
 - counseling, 144
 - academic, 47
 - grades 7 and 8, 47
 - at elementary and middle/junior high school, 47
 - personal, 48
 - postsecondary education, 47
 - courtesy, 139
 - credit
 - by exam, 48
 - for acceleration or advancement, 49
 - with prior instruction, 48
 - without prior instruction, 49
 - credit recovery, 49
 - for coursework, 48
 - partial credit, 48
- crimes
 - aggravated robbery, 141, 151, 152, 159, 161
 - breach of computer security, 161
 - breach of security, 142
 - criminal mischief, 137, 141, 151, 161
 - criminal proceedings and placement in DAEP, 157
 - felonies, 137, 141, 159, 161–63, reporting, 138
 - Title 5 offenses, 151, 152, 159, 177
 - expulsion and placement, 160

Judson ISD Student Handbook

- hearing and required findings, 160
- length of placement, 160
- newly enrolled students, 160
- placement review, 160
- CTE insurance, 116
- dating violence, 50
- Declaration of Independence
 - excusing a student from reciting, 18
- delinquent conduct, 152, 157, 159, 171
- deliveries, 46
- demonstrations, 143
- Department of Public Safety (DPS), 34
- detention. *See* discipline management techniques.
- diabetes, 109
- directory information, 15
- disciplinary alternative education program (DAEP), 150–58, 158
 - additional misconduct, 156
 - appeals. *See* appeals process.
 - coursework notice, 154
 - discretionary placement, 151
 - elementary school students, 150
 - emergency placement, 158
 - extracurricular activities, 156
 - grade classification, 150
 - graduation, 156
 - length of placement, 154–55
 - mandatory placement, 152
 - 300 foot rule, 152
 - newly enrolled students, 157
 - notice of criminal proceedings, 157
 - placement review, 156
 - pre- and post-assessments, 154
 - process, 153–54
 - restrictions during placement, 156
 - summer programs, 150
 - transition services, 158
 - transportation, 156
 - under age six, 152
 - under age ten, 152
 - withdrawal during process, 157
- discipline management techniques, 144–47
 - alternative educational setting, 145
 - appeals. *See* appeals process.
 - behavioral contracts, 144
 - bus privileges, 145, 147
 - confiscation of property, 144
 - corporal punishment, 145
 - counseling, 144
 - criminal prosecution, 145
 - DAEP. *See* disciplinary alternative education program (DAEP).
 - demerits, 144
 - detention, 145
 - expulsion. *See* expulsion.
 - extracurricular organizations, 145
 - grade reductions, 145
 - in-school suspension, 145
 - loss of privileges, 145
 - notification, 146
 - out-of-school suspension, 145
 - probation, 145
 - referral. *See* routine referral.
 - refusal to accept, 140
 - rewards, 144
 - school duties, 145
 - students with disabilities, 144
 - time-out, 144
- discrimination, 51
- distance learning, 53
- distribution**, 54
 - nonschool materials
 - by others, 54
 - by students, 54
 - school materials, 54
- doctor's appointments, 29
- dress code, 55, 139, 143
- driver license, 34
 - verification of enrollment form, 34
- drug testing, 121
 - See also* steroids.
- drugs, 142
 - marijuana, 142
 - over-the-counter, 142
 - paraphernalia, 142
 - prescription, 142

Judson ISD Student Handbook

- under the influence, 142
- dual-credit programs, 44
- early mental health intervention, 128
- earning credit, 48
- e-cigarettes. *See* electronic cigarettes.
- elections for student clubs and organizations, 68
- electronic cigarette definition, 171
 - See also* prohibited items
 - e-cigarettes.
- electronic cigarettes, 102
- electronic devices, 142
- electronic media
 - contact between student and staff, 14
- end-of-course (EOC) assessments, 126
- English as a second language, 64
- English learner, 64
- exams. *See* tests.
- expulsion, 160
 - 300 foot rule, 161–62
 - additional misconduct, 166
 - and DAEP placement, 167
 - discretionary, 161–63
 - emergency, 167
 - for serious misbehavior committed while in DAEP, 162
 - length, 165–66
 - mandatory, 163–64
 - newly enrolled students, 166–67
 - process, 164–65
 - restrictions, 166
 - under age six, 164
 - under age ten, 164
 - withdrawal during process, 166
- extracurricular activities, 66
 - conduct, 67
 - eligibility, 66
 - fees, 68
 - meetings, 119
 - offices and elections for student clubs and organizations, 68
- falsification of records, 143, 176
- fees, 68
 - graduation, 95
 - waivers, 69
- field trips, 119
- financial aid, 89
- fire drills, 116
- firearms exception, 163
- Fitnessgram. *See* physical fitness assessment.
- food allergies, 99
 - management plan, 99
 - See also* anaphylaxis.
 - See also* celebrations.
- formal removal from class, 147–48
 - returning student to the classroom, 148
- foster care, 149, 150, 154, 161, 165
- foster care liaison, 127
- foster students. *See* students in foster care.
- foundation graduation program
 - distinguished level of achievement, 89
 - endorsements, 89
 - See also* graduation programs.
- fraternity, 151, 175
- fundraising, 82
- gang-free zones, 82
- gangs, 151, 170, 175
- gender-based harassment, 51, 140, *See also* prohibited behavior.
- grades, 83
 - classification by credits, 82
- grading guidelines, 83
- graduation, 88
 - activities, 95
 - certificates of coursework completion, 94
 - end-of-course (EOC) assessments, 88
 - expenses, 95
 - individual graduation committee (IGC), 89
 - individualized education program (IEP), 94
 - participation, 138
 - programs

Judson ISD Student Handbook

- advanced/distinguished level of achievement, 43
- foundation program, 89
- requirements, 88
 - for automatic college admissions, 43
- student speakers, 95
- students with disabilities, 94
- See also credit; grades; standardized tests.**
- grants, 89, 95
- grievances. *See* complaints.
- grooming standards, 55
- Gun Free Schools Act**, 163
- hall pass, 117
- harassment, 51
 - gender-based, 51
 - investigation, 52
 - reporting, 52
 - retaliation, 52
 - sexual, 51
- hazing, 96
 - See also* bullying.
- head lice, 99
- health education
 - School Health Advisory Council, 111
- health instruction, 13
- health-related matters, 97
 - asbestos, 102
 - electronic cigarettes, 102
 - food allergies, 99
 - pest management, 102
 - physical fitness, 100, 101
 - sunscreen, 109
 - tobacco, 102
 - vending machines, 101
- homeless students, 27
 - diplomas, 27
 - school of origin, 27
- homelessness, 127, 149, 150, 154, 161, 165
- homework, 103, 111
 - electronic and social media, 14
- See also makeup work.**
- honors, 36
- human sexuality instruction, 17
 - curriculum, 18
 - removing a child from class, 18
 - reviewing materials, 18
- illness
 - leaving campus, 106
 - See also* contagious diseases.
- immunization**, 103
 - exemptions for reasons of conscience, 103
 - medical exemptions, 103
 - required immunizations, 103
- improvised explosive device, 173, 175
- individual graduation committee (IGC)
 - graduation, 89
- individualized education program (IEP)
 - and eligibility for extracurricular activities, 67
 - graduation, 94
- inspections. *See* searches
- instructional materials, 20, 21, 129
- International Baccalaureate (IB)
 - courses, 44
- joint high school and college programs, 44
- jurisdiction of the district
 - 300 foot rule, 137
- juvenile justice alternative education program (JJAEP), 158, 159, 166
- laptops, 59
- laser pointers, 142
- law enforcement**, 104
 - notification of law violations, 105
 - questioning of students, 104
 - students taken into custody, 104
 - verification of officer's identity and authority, 105
- leaving campus, 105
 - during lunch, 106
 - in case of student illness, 106
 - signing a student out, 105
- legal guardian
 - defined, 11

Judson ISD Student Handbook

- liaison for students in conservatorship of the state, 127
- liaison for students who are homeless, 127
- library, 119
- lice. *See* head lice.
- limited English proficiency (LEP). *See* English learner
- location-restricted knife, 141, 162, 163, 174
- lost and found, 106
- lunch period, 137
- makeup work, 107
 - during in-school suspension, 108
 - for absences, 107
 - in DAEP, 107
 - penalties, 107
- medical emergency, 116, 119
- medicine**, 108
 - allergies, 109
 - asthma, 109
 - diabetes, 109
 - herbal or dietary supplements, 109
 - insect repellent, 108
 - nonprescription, 108
 - prescription, 108
 - psychotropic drugs, 109
 - sunscreen, 109
- meditation, 113
- meetings of noncurriculum-related groups, 119
- mental health, 128
 - early intervention, 128
- mental health support**, 128
- metal detectors, 121
- Military Aptitude test, 35
- military recruiters, 16
- minute of silence, 19, 113
 - in observance of September 11, 2001, 113
- mobile phones, 59
- multiple birth siblings, 25
- National School Lunch Program, 117
- netbooks, 59
- newspaper (school newspaper), 54
- no pass, no play, 53, 66
- nondiscrimination, 110
- organizations, student. *See* extracurricular activities.
- parent, 138
 - access to student records, 22
 - being involved**, 111
 - defined, 11
 - organizations, 111
 - rights, 13
 - volunteering, 111, 134
- parenting and paternity awareness, 13
- parent-teacher conferences, 144
- peace officer. *See* security personnel
- pediculosis. *See* head lice.
- personal appearance, 55
- pest management, 102
- physical activity, 100
- physical examinations, 17
 - athletic participation, 112
- physical fitness assessment, 101
- placement review committee, 148, 159
- plagiarism. *See* prohibited behavior:
 - cheating.
- pledges of allegiance, 112
 - excusing a student from reciting, 19
- police. See law enforcement.**
- police dogs, 121
- police officer. *See* security personnel
- posting
 - of the Student Code of Conduct, 136
- prayer, 113
- preparation for class, 139
- privacy
 - and personal telecommunications devices, 59
 - during an investigation of prohibited conduct, 52
 - on district-owned equipment and networks, 121
 - student records, 21, 23
- programs
 - before and after school, 117

- progress reports**, 115
- progressive interventions, 144
- prohibited behavior
 - 300 foot rule, 152, 161–62
 - aggravated sexual assault, 153
 - alcohol, 152, 162
 - assault, 140, 148, 152, 161, 162, 177
 - at another district, 162
 - blackmail, 141
 - bullying, 140
 - cheating, 143
 - coercion, 141
 - dating violence, 140
 - deadly conduct, 162
 - disclosure or promotion of intimate visual material, 178
 - drugs, 152, 162
 - false accusations, 143
 - false alarm, 152, 161
 - fighting, 140
 - fire extinguishers discharged without cause, 143
 - forgery. *See* falsification of records.
 - gambling, 143
 - gender-based harassment, 140
 - graffiti, 141
 - harassment, 140
 - hazing, 140
 - hit lists, 140
 - hoaxes, 143
 - inappropriate conduct, 141
 - inciting violence, 143
 - indecent exposure, 140, 152
 - insubordination, 140
 - invasive visual recording, 177
 - leaving school grounds, 140
 - misuse of technology resources, 142
 - on school buses, 140
 - recording without consent, 141
 - repeated offenses, 143
 - robbery, 141
 - sexual abuse, 140
 - sexual assault, 153, 155
 - sexual coercion, 178
 - sexual harassment, 140
 - smuggling or continuous smuggling of persons, 177
 - stealing, 141
 - terroristic threat, 152, 161, 178
 - theft, 141
 - threats, 140, 143
 - throwing objects, 143
 - trafficking of persons, 177
 - under the influence, 162
 - vandalism, 141
 - volatile chemicals, 152, 162
 - voyeurism, 177
- ~~prohibited conduct~~, 50
 - investigation, 52
 - reporting, 52
 - ~~*See also* bullying; dating violence; discrimination; harassment; hazing; retaliation; sexting; vandalism; video cameras.~~
- prohibited items
 - air guns, 141
 - alcohol, 164
 - ammunition, 141
 - clubs, 162
 - drugs, 164
 - e-cigarettes, 141, 171
 - firearms, 152, 163
 - fireworks, 141
 - handgun, 163
 - knives, 162, 163
 - lighters, 142
 - mace, 141
 - matches, 142
 - other dangerous items, 141, 142, 162
 - other weapons, 163
 - pepper spray, 141
 - pornography, 141
 - stun guns, 141
 - tobacco, 141
- promotion and retention, 113
 - STAAR, 113
 - See also* credit; grades; standardized tests.

Judson ISD Student Handbook

- property, 140
- protected information, 16
- protests. *See* demonstrations.
- psychological evaluation, 13
- published material
 - from outside sources, 54
 - from students, 54
 - school materials, 54
- recording
 - permission, 13
 - without parental consent, 13
- release of students from school. *See* leaving campus.
- religion
 - and immunization, 103
 - and surveys, 17
 - holy days, 29
 - nondiscrimination, 110
- religious or moral beliefs
 - and removal from the classroom, 19
- removal from the regular educational setting, 147–48
- report cards**, 115
 - parent's signature, 115
 - See also* grades.
- respect, 140
- restorative discipline practices, 144
- retaliation, 37, 52, 137, 152, 161, 164
- rights
 - parental, 13
 - student, 16
- routine referral, 147
- safety, 115, 140, 143
 - emergency medical treatment and information, 116, 119
 - emergency preparedness, 115
 - emergency school closing, 116
 - fire, tornado, and severe weather drills, 116
 - football helmets, 66
 - insurance, 116
 - on campus, 115
 - on district vehicles, 115
 - preparedness drills, 116
 - student conduct, 115
 - UIL rules, 66
 - video cameras, 133
- schedules. *See* class schedules.
- scholarships, 89, 95
- School Breakfast Program, 117
- school closings, 116
- school dances, 47
- school facilities, 117
 - before and after school, 117
 - cafeteria, 117
 - meetings, 119
- School Health Advisory Council, 17
- SHAC, 100
- school nurse, 98, 103, 106, 108, 109
 - emergency medical treatment and information, 116
 - sending a student home in case of illness, 106
 - student exemption from immunization, 103
- school resource officer (SRO). *See* security personnel
- searches, 120, 137
 - desks, 138
 - desks and lockers, 120
 - district-owned equipment and networks, 121
 - drug testing, 121
 - lockers, 138
 - metal detectors, 121
 - personal electronic devices, 59, 121
 - trained dogs, 121
 - vehicles, 120, 138
- secret society, 151, 175
- security. *See* security personnel, *See* computers
- security personnel, 138, 139
- seizure recognition, 101
- self-defense, 149, 150, 153, 160
- self-discipline, 139
- serious misbehavior, 162
- service animals, 26

Judson ISD Student Handbook

- sex education. See human sexuality instruction.
- sex offender, 137, 158, 159
 - appeal of placement as a registered sex offender, 159
 - newly enrolled student, 159
- sexting, 60
- sexual abuse, 140. See also prohibited behavior.
- sexual abuse of a child
 - counseling options, 41
 - reporting, 41
 - warning signs, 40
- sexual assault
 - campus assignments, 153
 - See also prohibited behavior.
- sexual harassment, 51, 140. See also prohibited behavior.
- SHAC. See School Health Advisory Council.
- signing a student out. See leaving campus.
- smart phones. See electronic devices.
- sorority, 151, 175
- special education, 101, 144
 - graduation, 94
- special programs, 122
- Spinal Screening Program, 112
- standardized tests, 125
 - end-of-course (EOC) assessments, 126
 - English learner, 64
 - STAAR**, 125
 - tutoring, 19
 - See also credit; grades; graduation; promotion and retention.
- standards for student conduct, 139–40
- State of Texas Assessments of Academic Readiness (STAAR), 125
 - promotion and retention, 113
 - retaking, 114
 - STAAR Alternate 2, 126
- steroids, 127
 - See also drug testing.
- Student Code of Conduct, 11, 20, 45, 54, 58, 59, 60, 67, 96, 102, 115, 117, 130, 132, 133
- student groups, 68, 82, 119
 - See also extracurricular activities.
- student handbook
 - conflict with Student Code of Conduct, 136
- student illness
 - leaving campus, 106
 - See also contagious diseases.
- student records, 20
 - accrediting organizations, 23
 - colleges and postsecondary schools, 23
 - confidentiality, 21
 - copies, 23
 - corrections, 23
 - court orders, 23
 - custodian, 23
 - directory information, 15
 - driver license attendance verification, 34
 - financial aid, 23
 - government agencies, 22
 - institutions of higher education, 16
 - military recruiters, 16
 - released with permission, 23
 - school officials, 22
 - students age 18 or older, 22
- student speakers, 128
 - See also graduation, student speakers.
- student work
 - display of, 13
 - publishing, 13
- students in conservatorship of the state, 26
- students in conservatorship of the state. See students in foster care.
- students in foster care, 26, 127
 - diplomas for students in conservatorship of the state, 26
 - educational services, 127
 - enrollment assistance, 127

Judson ISD Student Handbook

- enrollment of students in
 - conservatorship of the state, 26
- exemptions to compulsory attendance, 29
- foster care liaison, 127
- students with disabilities, 136, 159
 - discipline management techniques, 144
 - graduation, 94
 - nondiscrimination, 110
 - Section 504 of the Rehabilitation Act, 110
- substance abuse prevention and intervention, 128
- suicide awareness**, 128
- summer school**, 128
- surveys, 16
 - inspecting, 17
 - opting out, 17
- suspension
 - in-school. See discipline management techniques.
 - out-of-school, 145, 148–50
- tablets, 59
- teacher and staff qualifications, 24
- technology**, 59
 - acceptable use of district resources, 60
 - confiscated devices, 59
 - instructional use of personal electronic devices, 59
 - personal electronic devices, 59
 - personal telecommunications devices, 59
 - prohibited uses of district resources, 60
 - recording still and video images prohibited, 59
 - searches of personal devices, 59
 - unauthorized use, 59
- technology resources
 - district policy, 142
 - See also computers.
- telecommunications devices. See electronic devices.
- test preparation. See tutoring.
- tests, 19, 20
 - confidentiality, 21
 - credit by exam, 48
 - exams for acceleration or grade advancement, 49
 - personal electronic devices, 59
 - scores, 20
 - See also standardized tests.
- Texas Virtual School Network (TXVSN), 44, 53
- textbooks, 20, 129
- threat assessment, 137
- time-out. See discipline management techniques.
- Title 5 offenses. See crimes.
- tobacco prohibited, 102
- top 25 percent, 43
- top ten percent, 43
- tornado drills, 116
- transfers, 129
 - campus assignments, 153
 - multiple birth siblings, 25
 - safety reasons, 25
 - students who are victims of bullying, 37
 - students who engage in bullying, 25, 37
 - unsafe schools, 25
 - victims of bullying, 25
- transportation**, 130, 137
 - discipline management techniques, 145
 - rules for conduct, 140
 - school-sponsored trips, 130
 - while in DAEP, 156
- truancy, 30
 - prevention measures, 30
 - truancy court, 31
- tutoring, 19
 - removal from classroom, 19
 - school services, 20
- UIL. See University Interscholastic League.

Judson ISD Student Handbook

unexcused absences, 30

university admissions. *See* college admissions., *See* college admissions.

University Interscholastic League (UIL), 66

condition of football helmets, 66

safety rules, 66

use of school facilities, 117

vandalism, 133

vaping. *See* electronic cigarettes.

vending machines. *See* health, vending machines.

video cameras, 133

visitors, 133

business, civic, and youth groups, 134

career day, 134

classroom observation, 133

parents, 133

patriotic societies, 134

unauthorized persons, 134

volunteers, 111, 134

voter registration, 134

withdrawing from school, 134

yearbook, 54