



JUDSON INDEPENDENT SCHOOL DISTRICT
STUDENT HANDBOOK

DEPARTMENT OF PUPIL SERVICES
2026 - 2027

Table of Contents

Board of Trustees	12
President	12
District Leadership	13
Dr. ann dixon	13
Cecilia Davis	13
Lacey Gosch, Ed.D.	13
KristIn Saunders, Ed.D.	13
District Offices Information	13
Judson Independent School District	13
Educational Resource Center (ERC)	14
Vision	14
Mission	14
Judson ISD Schools	15
Preface	16
Parents and Students:	16
A hard copy of the Student Handbook can be requested at your student's home campus.	16
Accessibility	18
Consent, Opt-Out, and Refusal Rights	20
Consent to Conduct a Psychological or Psychiatric Evaluation	20
Consent to Human Sexuality Instruction Annual Notification	20
Consent Before Human Sexuality Instruction	21
Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking	21
Consent to Provide a Mental-Health Care Service	22
Consent to Display a Student's Original Works and Personal INFORMATION	23
Consent to Receive Parenting and Paternity Awareness Instruction if a student is under Age 14	23

Consent to Video or Audio Record a Student when Not Already Permitted by Law	23
Limiting Electronic Communications between Students and District Employees	24
Objecting to the Release of Directory Information	24
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education	25
(Secondary Grade Levels Only)	25
Participation in Third-Party Surveys	26
“Opting Out” of Participation in Other Types of Surveys or screenings and the disclosure of personal information	26
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	27
Reciting a Portion of the Declaration of Independence in Grades 3–12	27
Reciting the Pledges to the U.S. and Texas Flags	28
Religious or Moral Beliefs	28
Tutoring or Test Preparation	28
Right of Access to Student Records, Instructional Materials, and District Records / Policies	28
Notices of Certain Student Misconduct to Noncustodial Parent	29
Participation in Federally Required, State-Mandated, and District Assessments	29
Student Records	29
Teacher and Staff Professional Qualifications	33
Students with Exceptionalities or Special Circumstances	33
Parental Role in Certain Classroom and School Assignments	34
Other Important Information for Parents and Students	38
Absences / Attendance	38
Attendance Taken Times	38
Bell Schedule	38
Compulsory Attendance	38
Prekindergarten and Kindergarten	38
Ages 6-18	39
Age 19 and Older	39
Compulsory Attendance-Exemptions	39

Requirements for a Student to be Considered Present for FSP (funding) Purposes: (All Grade Levels)	39
Secondary Grade Levels	40
Compulsory Attendance-Failure to Comply	41
All Grade Levels	41
Students with Disabilities	41
Ages 6 -19	41
Age 19 and Older	42
Truancy Prevention/Intervention Measures	42
Attendance for Credit or Final Grade	42
(Kindergarten–Grade 12)	42
Documentation after an Absence	43
(All Grade Levels)	43
Doctor’s Note after an Absence for Illness (All Grade Levels)	44
Certification of Absence Due to Severe Illness or Treatment	44
Driver License Attendance Verification	44
(Secondary Grade Levels Only)	44
Tardiness	44
Accountability under State and Federal Law	45
(All Grade Levels)	45
Armed Services Vocational Aptitude Battery Test	46
(Grades 10-12)	46
Awards and Honors	46
(All Grade Levels)	46
Career and Technical Education (CTE) and Other Work-Based Programs	46
(Secondary Grade Levels Only)	46
Celebrations	48
(All Grade Levels)	48
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children	49

(All Grade Levels)	49
duty to report	49
possible warning signs of child abuse, neglect, trafficking, and other maltreatment of children	49
description and Warning Signs of Trafficking	51
Reporting and Responding to CHILD Abuse, NEGLECT, Trafficking, and Other Maltreatment of Children	52
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children	52
Class Rank / Highest-Ranking Student	53
(Secondary Grade Levels Only)	53
Valedictorian and Salutatorian	53
Class Schedules	54
(Secondary Grade Levels Only)	54
College and University Admissions and Financial Aid	54
(Secondary Grade Levels Only)	54
College Credit Courses	55
(Secondary Grade Levels Only)	55
Communications	56
All Grade Levels	56
Automated Emergency Communications	56
Automated Nonemergency Communications	56
Complaints and Concerns	56
Conduct	57
Applicability of School Rules	57
Campus Behavior Coordinator	57
Deliveries	57
Disruptions of School Operations	58
Social Events	58
Counseling	59
Academic Counseling	59

High School Grade Levels	59
College and Career Readiness	60
Guidance Curriculum and Small Group Counseling	61
Personal Counseling (All Grade Levels)	61
Judson ISD SCHOOL AGE PARENTING PROGRAM (SAPP)	61
Psychological Exams, Tests, or Treatment	61
Course Credit	62
Secondary Grade Levels Only	62
Credit Recovery	62
GRADES 6-12	62
Credit by Examination	62
If a Student Has Taken the Course / Subject (Grades 6-12)	62
Credit by Examination for Advancement/Acceleration - If a Student Has Not Taken the Course / Subject	63
First Quarter	63
Second Quarter	63
Third Quarter	63
Fourth Quarter	63
First Quarter	64
Second Quarter	64
Third Quarter	64
Fourth Quarter	64
Students in Grades K–5	64
Students in Grades 6–12 (advancement/acceleration of a course)	65
Discrimination	66
Harassment	66
Sexual Harassment and Sex-Based Harassment	66
pregnancy or related conditions	67
Retaliation	67
Reporting Procedures	67
Investigation of Report	67

Distance Learning	68
All Grade Levels	68
Virtual and hybrid instruction	68
Distribution of Literature, Published Materials, or Other Documents	69
School Materials	69
Non-school Materials From Students	69
From Others	69
Dress and Grooming	70
(All Grade Levels)	70
Minimum Attire Standards	70
Identification Badges:	72
Co-curricular/Extra Curricular:	72
Electronic Devices and Technology Resources	73
(All Grade Levels)	73
Possession and Use of Personal communications Devices, Including Cell Phones, and Other Electronic Devices	73
Acceptable Use of District Technology Resources	74
Unacceptable and Inappropriate Use of Technology Resources	74
Computer Resources	75
Acceptable Use of Technology	75
Children’s Online Privacy Protection Act (COPPA)	75
Technology Usage	75
Users may not employ district devices, personal devices, or Judson ISD’s resources to:	76
Computer and/or Internet Use	77
Offenses and Consequences	77
End-of-Course (EOC) Assessments	79
Emergent Bilinguals	79
Dual Language Two-Way Model & One-Way Model	80
Extracurricular Activities, Clubs, and Organizations	80
Standards of Behavior	82

Offices and Elections	82
Fees	82
Middle School Athletics	84
There are no Mandatory fees for Middle School Athletics.	84
MS Band Student Fee Explanation	85
HS Band Student Fees	90
HS Choir Student Fees	93
HS Orchestra Student Fee	94
HS Dance Student Fees	95
HS Cheer Student Fees	99
HS Theatre Student Fees	99
HS Art	100
High School Physical Education Fees	101
Judson High School	101
Veterans Early College High School	101
Wagner High School	101
Food and Drinks	103
Fundraising	103
Gang-Free Zones	103
Gender-Based Harassment	103
Grade-Level Classification	103
Grading Guidelines	104
Promotion and Retention	107
Elementary and Middle School Grade Levels	107
High School Grade Levels	109
Release of Students from School	109
Report Cards/Progress Reports and Conferences	109
Graduation	110
Requirements for a Diploma	110

Testing Requirements for Graduation	110
Foundation Graduation Program	111
Credits Required	112
Available Endorsements	115
FAFSA/TASFA	115
Personal Graduation Plans	116
Distinguished Level of Achievement	116
Performance Acknowledgments	116
Available Endorsements	117
Available Course Options for All Graduation Programs	117
Certificates of Coursework Completion	118
Students with Disabilities	118
Graduation Activities	118
Graduation Speakers	119
Graduation Expenses	119
Scholarships and Grants	119
Harassment	119
Hazing	120
Health Problems, Illness, And Injury	120
Health - Physical and Mental Illness	121
Health-related services	121
Illness	121
Use of Crutches/Wheelchairs/Assistive Devices	121
Immunization	122
Bacterial Meningitis	123
Lice	124
Medicine at School (All Grade Levels)	125
Asthma and Severe Allergic Reactions	126
Unassigned Epinephrine Delivery System	126
Opioid Antagonist	126
Steroids (Secondary Grade Levels Only)	127

Mental Health Support (All Grade Levels)	127
Physical Activity Requirements Elementary School	128
Middle School	128
Temporary Restriction from Participation in Physical Education	128
Physical Fitness Assessment	128
Physical Health Screenings/Examinations	129
Spinal Screening Program	129
Other Examinations and Screenings (All Grade Levels)	129
Special Health Concerns (All Grade Levels)	129
School Health Advisory Council (SHAC)	130
Student Wellness Policy / Wellness Plan	131
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)	131
Other Health-Related Matters	132
Homeless Students	132
Services for the Homeless and the Title 1 Participants	132
Homework	133
Illness	133
Law Enforcement Agencies	133
Questioning of Students	133
Students Taken into Custody	134
Notification of Law Violations	134
Leaving Campus	135
During Lunch	136
At Any Other Time during the School Day	136
Lost and Found	136
Makeup Work	136
DAEP Makeup Work	137
In-School Suspension (ISS), Out-of-School-Suspension (OSS) Makeup Work (All Grade Levels)	137

Opportunity to Complete Courses	137
Nondiscrimination Statement	137
Nontraditional Academic Programs	138
Parent and Family Engagement	139
parental rights and options	139
Working Together	139
Parking and Parking Permits	140
Physical Examinations / Health Screenings	141
Pledges of Allegiance and a Minute of Silence	141
Prayer	142
Promotion and Retention	142
Elementary and Middle / Junior High Grade Levels	142
High School Grade Levels	142
Release of Students from School	143
Remote Instruction	143
Report Cards / Progress Reports and Conferences	143
Safe storage of firearms	143
Safety	144
Accident Insurance	144
Insurance for Career and Technical Education (CTE) Programs	144
Emergency Medical Treatment and Information	145
Emergency School-Closing Information	145
Schedule Changes (Middle and High School Grade Levels)	146
School Facilities	146
Asbestos Management Plan (All Grade Levels)	146
Child Nutrition Services	146
Conduct Before and After School	148

Selling of Items Not Approved by The District	149
School-sponsored Field Trips	149
Searches and investigations	150
District Property	150
Searches in General	150
Metal Detectors	151
Personal communications and Other Electronic Devices	151
Trained Dogs	151
Sexual Harassment	151
Section 504	151
Special Programs	152
Supporting Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services	152
Special Education Referrals	154
Contact person for Special Education Information	157
Section 504 Referrals	157
Contact person for Section 504 Referrals	158
Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education	159
Students Who Receive Special Education Services with Other School-Aged Children in the Home	159
Students with Physical or Mental Impairments Protected under Section 504	159
Students Who Speak a Primary Language Other than English	160
Standardized Testing	160
SAT/ ACT Test	160
TSIA (Texas Success InitiativeAssessment)	160
STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS)	160
GRADES 3–8	160
Failure to Perform Satisfactorily on STAAR Reading or Math	161
Standardized Testing for a Student Enrolled Above Grade Level	161
Standardized Testing for a Student in Special Programs	162

Personal Graduation Plan – Middle School Students	162
High School Courses END-OF-COURSE (EOC) Assessments	162
Failure to Perform Satisfactorily on an EOC	163
Use of Cell Phone During State Assessments, SAT, ACT, and TSI Standardized tests	163
TELPAS (TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM)	163
Students in Foster Care	163
Students Who are Homeless	163
Student Speakers	164
Substance Abuse Prevention and Intervention	164
Suicide Awareness and Mental Health Support	165
Summer School	165
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials	165
Transfers	165
Transportation	166
School-sponsored Trips	166
Buses and Other School Vehicles	166
https://routing.app-garden.com/judsontx	167
Vandalism	170
Video Cameras	170
Visitors to the School	171
General Visitors	171
Provision of Therapy on Campus by Non- JISD Practitioners	171
Unauthorized Persons	172
Visitors Participating in Special Programs for Students	172
BUSINESS, CIVIC, AND YOUTH GROUPS	172
CAREER DAY	172
Volunteers	173

Voter Registration	173
Withdrawing from School	173
Glossary	174
Chromebook 1:1 Acceptable Use Policy	180
Device Ownership	180
Network Use	181
Chromebook Care	181
Chromebook Fee Schedule	182
Educational Use	183
GMAIL Policy	184
	186

BOARD OF TRUSTEES**Monica Ryan****President**.....
Amanda Poteet

Vice President

Lesley Lee
Secretary
Suzanne Kenoyer
Trustee
Stephanie Jones
Trustee
José Macias, Jr.
Trustee
Laura Stanford
Trustee

DISTRICT LEADERSHIP

DR. ANN DIXON
Interim Superintendent of Schools

CECILIA DAVIS
Deputy Superintendent

LACEY GOSCH, ED.D.
Interim Deputy Superintendent

KRISTIN SAUNDERS, ED.D.
Chief of Staff

DISTRICT OFFICES INFORMATION

JUDSON INDEPENDENT SCHOOL DISTRICT

8012 Shin Oak Drive

Live Oak, Texas

78233

(210) 945-5101

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

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

EDUCATIONAL RESOURCE CENTER (ERC)

8205 Palisades Drive

Live Oak, Texas

78233 (210) 945-5100

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

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

VISION

Judson ISD is Producing Excellence!

MISSION

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

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

JUDSON ISD SCHOOLS

Judson Early College Academy Angelica Guzman-Jeffery, Principal 8230 Palisades Drive Live Oak, TX 78148-3186 (210) 619-0200	Kirby STEM Academy Amber Gonzales, Principal 5441 Seguin Road San Antonio, TX 78219 (210) 661-1140	Elolf STEAM Academy Jami Sawyer, Principal 6335 Beech Trail Converse, TX 78109 (210) 661-1130	Ricardo Salinas Elementary Michelle Allen, Principal 10560 Old Cimarron Tr. Universal City, TX 78148 (210) 659-5045
Judson High School Eric Pawkett, Principal 9142 F.M. 78 Converse, TX 78109 (210) 945-1100	Kitty Hawk Middle School Joshua Ellis, Principal 840 Old Cimarron Trail Universal City, TX 78148 (210) 945-1220	Escondido Elementary Esmeralda Garza, Principal 5000 Texas Palm Drive Converse, TX 78109 (210) 662-2250	Selma Elementary Alejandra Gutierrez, Principal 16842 Retama Pkwy Selma, TX 78154 210-945-5125
Veterans Memorial High School Dr. Elizabeth Arredondo, Principal 7618 Evans Rd. San Antonio, TX 78266 (210) 619-0222	Henry Metzger Middle School Dr. Mary Duhart-Toppen, Lead Principal Ebonisha Davis, Principal 7475 Binz Engleman San Antonio, TX 78244 (210) 662-2210	Hartman Elementary Lakisha Valentine, Principal 7203 Woodlake Pkwy San Antonio, TX 78218 (210) 564-1520	Spring Meadows College Prep Academy Tanya Alarcon, Principal 7135 Elm Trail San Antonio, TX 78244 (210) 662-1050
Karen Wagner High School Blas Arce III, Principal 3000 N. Foster Rd. San Antonio, TX 78244 (210) 662-5000	Woodlake Hills College Prep Dylan Stephens, Principal 6625 Woodlake Pkwy San Antonio, TX 78244 (210) 661-1110	Hopkins Elementary Terry Combs, Principal 2440 Ackerman Rd. San Antonio, TX 78219 (210) 661-1120	Woodlake Elementary Dr. Melissa Martinez, Principal 5501 Lakebend E. San Antonio, TX 78244 (210) 662-2220
JCARE Elizardo Hernandez, Principal 102 School St. Converse, TX 78109 (210) 619-0330	Candlewood STEM Academy Rachelle Diaz, Principal 3635 Candleglenn San Antonio, TX 78244 (210) 662-6881	James Masters Elementary Kristi Villanueva, Principal 2650 Woodlake Pkwy Converse, TX 78109 (210) 945-1150	Wortham Oaks Elementary Sharissa Rhoades, Principal 5710 Carriage Cape San Antonio, TX 78261 (210) 945-5750
Judson Learning Academy Amber Gonzales, Principal 5441 Seguin Rd. San Antonio, TX 78219 (210) 651-4080	Converse Elementary Heather Schumacher, Principal 6720 FM 1516 Converse, TX 78109 (210) 945-1210	Miller's Point Elementary Dr. Kelle Lofton, Principal 7027 Misty Ridge Converse, TX 78109 (210) 945-5114	
Cibolo Creek Middle School Greg Brauer, Principal 5735 Waldon Walk San Antonio, TX 78261 (210)-945-54055	Copperfield Elementary Tricia Davila, Principal 7595 East Loop 1604 N. Converse, TX 78109 (210)619-0460	Fine Arts Academy at Olympia Elementary Kari Savage-Egg, Principal 8439 Athenian Universal City, TX 78148 (210) 945-5113	
JSTEM Academy Joshua Ellis, Principal 840 Old Cimarron Trail Universal City, TX 78148 (210) 945-1220	Crestview Elementary Cynthia Valdillez, Principal 7710 Narrow Pass Live Oak, TX 78233 (210) 945-5111	Paschall Elementary Shannon George, Principal 6351 Lakeview Dr. San Antonio, TX 78244 (210) 662-2240	

PREFACE

PARENTS AND STUDENTS:

Welcome to the 2026-27 school year!

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

We believe that students can make responsible decisions regarding their behavior when they understand both the rules and the consequences of violating them. We ask students to please read this Handbook carefully 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 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.

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

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

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

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

The Student Handbook is designed to align with law, board-adopted policy. 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 and any Student Handbook provision, the district will follow board policy.

Therefore, parents and students should become familiar with the *Judson ISD* Student Code of Conduct located on the Judson ISD website. To review the Code of Conduct, visit the district’s website at www.judsonisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A HARD COPY OF THE STUDENT HANDBOOK CAN BE REQUESTED AT YOUR STUDENT’S HOME CAMPUS.

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

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

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

Acknowledgement of receipt of the Student Handbook and 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.

The policy manual includes:

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

For questions about the material in this handbook, please contact the district office at 210-945-5101.

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

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

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 2026-27 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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

CONSENT TO CONDUCT A PSYCHOLOGICAL OR PSYCHIATRIC EVALUATION

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

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

CONSENT TO HUMAN SEXUALITY INSTRUCTION ANNUAL NOTIFICATION

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

ELEMENTARY

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.

For further information, see the district's human sexuality instruction website at www.judsonisd.org.

In accordance with state law, a parent may:

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

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

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

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

CONSENT BEFORE HUMAN SEXUALITY INSTRUCTION

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

CONSENT TO INSTRUCTION OF PREVENTION OF CHILD ABUSE, FAMILY VIOLENCE, DATING VIOLENCE, AND SEX TRAFFICKING

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will complete a Notice of and Consent for Counseling Related Services as part of the registration process.

Annual Notification

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

For further information, see the district's abuse prevention instruction website at www.judsonisd.org

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See Board Policy FNG for information on the grievance and appeals process.

CONSENT TO PROVIDE A MENTAL-HEALTH CARE SERVICE

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

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

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

The district social worker will follow up with the counselor or social worker to ensure appropriate transition services are provided.

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus. For more information contact our District's Mental Health Liaison at (210) 945-5364. Parents will complete a Notice of and Consent for Counseling Related Services form as part of the registration process.

CONSENT TO DISPLAY A STUDENT'S ORIGINAL WORKS AND PERSONAL INFORMATION

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

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

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

CONSENT TO RECEIVE PARENTING AND PATERNITY AWARENESS INSTRUCTION IF A STUDENT IS UNDER AGE 14

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

CONSENT TO VIDEO OR AUDIO RECORD A STUDENT WHEN NOT ALREADY PERMITTED BY LAW

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

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

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

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

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 utilize district approved programs that support in application messaging or postings for their class to relay information regarding class work, homework, and tests. A parent is welcome to such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity through district approved applications. Text messaging students directly through personal devices and phone numbers is prohibited.

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

OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION

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

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

- A student’s photograph (for publication in the school yearbook).
- A student’s name and grade level (for communicating class and teacher assignments).
- The name, weight, and height of an athlete (for publication in a school athletic program).
- A list of student birthdays (for generating school wide or classroom recognition).
- A student’s name and photograph (posted on a district-approved and managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period).

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

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

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

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

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

OBJECTING TO THE RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION

(SECONDARY GRADE LEVELS ONLY)

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

- Name,
- Address, and
- Telephone listing.

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

PARTICIPATION IN THIRD-PARTY SURVEYS

Consent Required Before Student Participation in a Survey

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

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

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

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

“OPTING OUT” OF PARTICIPATION IN OTHER TYPES OF SURVEYS OR SCREENINGS AND THE DISCLOSURE OF PERSONAL INFORMATION

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

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

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

A parent may inspect:

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

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

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

RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE IN GRADES 3–12

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

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

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

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

[See policy EHBK(LEGAL).]

RECITING THE PLEDGES TO THE U.S. AND TEXAS FLAGS

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

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

RELIGIOUS OR MORAL BELIEFS

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

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

TUTORING OR TEST PREPARATION

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

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

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

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

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

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.]

RIGHT OF ACCESS TO STUDENT RECORDS, INSTRUCTIONAL MATERIALS, AND DISTRICT RECORDS / POLICIES

INSTRUCTIONAL MATERIALS

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

arranged through the campus principal. This applies to all instructional materials, digital resources, assessments, and instructional material portals. Assessments not yet administered to the student are exempt from this rule.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses, subject to availability. 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.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

To meet compliance with HB 900, the district provides a publicly accessible online catalog of titles and access locations for library catalogs and classroom reading libraries. Parents may request through the campus principal to schedule a time to review these materials.

NOTICES OF CERTAIN STUDENT MISCONDUCT TO NONCUSTODIAL PARENT

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

PARTICIPATION IN FEDERALLY REQUIRED, STATE-MANDATED, AND DISTRICT ASSESSMENTS

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

STUDENT RECORDS

ACCESSING STUDENT RECORDS

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,

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

AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS

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

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

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

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

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

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

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

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

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

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

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

Legitimate educational interest may include:

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

School officials may include:

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

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

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

Family and Protective Services (DFPS) 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.**]

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 District Instructional Materials Coordinator is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records they want to inspect.

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

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

The address for your student's principal's office can be located at the beginning of this handbook.

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

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to

request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

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

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 their child's teachers, including whether the teacher:

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

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

CHILDREN OF MILITARY FAMILIES

The Interstate Compact on Educational Opportunities for Military Children entitles children of active-duty families 30 days 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 virtual or hybrid courses offered by the district or another district or school.
- 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.

For assistance, contact the Military Family Specialist or the JBSA School Liaison. 210-945-1212

Additional information may be found *on the [Military Interstate Children's Compact Commission Guide for Parents \(https://mic3.net/wp-content/uploads/2025/01/2024 Parents Guide 20241218 20241227 FINAL-For-Web.pdf\)](https://mic3.net/wp-content/uploads/2025/01/2024%20Parents%20Guide%2020241218%2020241227%20FINAL-For-Web.pdf)*.

PARENTAL ROLE IN CERTAIN CLASSROOM AND SCHOOL ASSIGNMENTS

MULTIPLE-BIRTH SIBLINGS

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

SAFETY TRANSFERS / ASSIGNMENTS

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

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

[See policies FDB and FFI for more information]

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

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

STUDENT USE OF A SERVICE / ASSISTANCE ANIMAL

A service animal is defined as a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. The principal or administrator may request whether the service animal is required because the person has a disability and what type of work the service animal is trained to perform, when the disability is not readily apparent.

Emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

A STUDENT IN THE CONSERVATORSHIP OF THE STATE (FOSTER CARE)

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

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

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

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

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

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

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

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

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

STUDENTS WHO ARE HOMELESS

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

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

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing. The student may opt into state school selection provision (TEC § 25.001 (b)5).

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

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

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

Section II:
**Other Important Information for Parents
and Students**

OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

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

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

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

ABSENCES / ATTENDANCE

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

ATTENDANCE TAKEN TIMES

High School – 9:45 AM

Middle School – 9:30 AM

Elementary School – 9:30 AM

JECA – 9:45 AM

BELL SCHEDULE

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

Elementary School – 7:30 AM to 2:50 PM

Middle School – 8:00 AM to 3:30 PM

High School – 8:40 AM to 4:20 PM

COMPULSORY ATTENDANCE

PREKINDERGARTEN AND KINDERGARTEN

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

AGES 6-18

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

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

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

AGE 19 AND OLDER

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

[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.]

COMPULSORY ATTENDANCE-EXEMPTIONS

REQUIREMENTS FOR A STUDENT TO BE CONSIDERED PRESENT FOR FSP (FUNDING) PURPOSES: (ALL GRADE LEVELS)

A student not actually on campus at the time attendance is taken may be considered in attendance for FSP purposes listed below:

- Religious holy days.
- Required court appearances.
- Appearing at a governmental office to obtaining U.S. citizenship.
- Taking part in a US naturalization oath ceremony.
- Serving as an election clerk.
- Participates in an activity that is board approved by the school board and is under the direction of a professional staff member, an adjunct staff member, or a professional member of the school district.
- Documented health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments, if the student returns to school on the same day as the appointment and brings a note from the healthcare provider.

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

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

SECONDARY GRADE LEVELS

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

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

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

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

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

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

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

COMPULSORY ATTENDANCE-FAILURE TO COMPLY

ALL GRADE LEVELS

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

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

STUDENTS WITH DISABILITIES

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

AGES 6 -19

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

The notice will:

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

The District Attendance Coordinator may be reached at (210) 945-5100. If you have questions about your student and the effect of your student’s absences from school, please contact the facilitator or any other campus administrator.

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

If a student ages 12–19 incurs ten or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policies FEA(LEGAL) and FED(LEGAL) for more information.]

AGE 19 AND OLDER

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

TRUANCY PREVENTION/INTERVENTION MEASURES

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

A court of law may also impose penalties against both the student and the student's parents if a school-aged student enrolled and is deliberately not attending school. A complaint against the parent and/or student may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school.
- If a student, age 12 through age 17, violates the compulsory attendance law, both the parent and the student could be charged with an offense.

[See policy FEA (LEGAL).]

ATTENDANCE FOR CREDIT OR FINAL GRADE

(KINDERGARTEN–GRADE 12)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than

90 percent of the days may receive credit or a final grade if the student completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements.

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

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

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

DOCUMENTATION AFTER AN ABSENCE

(ALL GRADE LEVELS)

A parent must provide an explanation for any absence within three days of returning to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

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

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

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence. The district will excuse up to five days per semester with a parent

note. Any absence with a parent note after the fifth absence will be considered unexcused or campus discretion.

DOCTOR'S NOTE AFTER AN ABSENCE FOR ILLNESS (ALL GRADE LEVELS)

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

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

CERTIFICATION OF ABSENCE DUE TO SEVERE ILLNESS OR TREATMENT

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

DRIVER LICENSE ATTENDANCE VERIFICATION

(SECONDARY GRADE LEVELS ONLY)

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

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

Further information may be found on the Texas Department of Public Safety website:

<https://www.dps.texas.gov/section/driver-license>

TARDINESS

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

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

- Warning/Conference

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

(ALL GRADE LEVELS)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings.
- A School Report Card (SRC) for each campus in the district, compiled by TEA.
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a Federal Report Card (FRC) that is required by federal law.

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

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

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

(GRADES 10-12)

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

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

Students who have enlisted into the military should upload their Enlistment/Reenlistment Documents (DD Form 4) in SchoolLinks under the “Experience Tracking” section. See counselor for details.

AWARDS AND HONORS

(ALL GRADE LEVELS)

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

- “A” Honor Roll – All “A’s” in all subjects with conduct grade of Excellent or Satisfactory.
- “A” and “B Honor Roll – All “A’s” and “B’s” in all subjects with conduct grade of Excellent or Satisfactory
- All other honors will be determined by the campus administration and/or classroom teacher.

CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK-BASED PROGRAMS

(SECONDARY GRADE LEVELS ONLY)

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

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

- **Agriculture, Food & Natural Resources**
 - Animal Science

- Applied Agricultural Engineering
 - Plant Science
- **Architecture & Construction**
 - Carpentry
- **Arts, Audio/Video Technology & Communications**
 - Graphic Design and Multimedia Arts
 - Digital Communications
- **Business, Marketing & Finance**
 - Business Management
 - Marketing & Sales
- **Education & Training**
 - Teaching and Training
- **Engineering**
 - Drone Aviation
- **Health Science**
 - Biomedical Science
 - Exercise Science
 - Diagnostic & Therapeutic Services
- **Hospitality & Tourism**
 - Culinary Arts
- **Information Technology**
 - Cybersecurity
 - Programming & Software Development
- **Law & Public Service**
 - Law Enforcement
 - Legal Studies
- **Manufacturing**
 - Robotics & Automation Technology
 - Welding

- **Transportation, Distribution & Logistics**

- Automotive Collision
- Automotive Repair

Admission to these programs is based on the following:

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

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

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

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

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

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

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

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

CELEBRATIONS

(ALL GRADE LEVELS)

Although a parent or grandparent may provide food for a school-designated function or for a student's birthday, please be aware that children in the school may have severe

allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

CHILD SEXUAL ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

(ALL GRADE LEVELS)

The district has established a plan for addressing child sexual abuse, neglect, trafficking, and other maltreatment of children. The plan is available from the campus principal or the Superintendent Designee, the Director of Student and Family Support Services who serves as the District Title IX coordinator. Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

DUTY TO REPORT

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

POSSIBLE WARNING SIGNS OF CHILD ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

PHYSICAL ABUSE

Possible warning signs of physical abuse include:

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

SEXUAL ABUSE

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases

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

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

EMOTIONAL ABUSE

Possible warning signs of emotional abuse include:

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

NEGLECT

Possible warning signs of neglect include:

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

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

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

- KidsHealth, For Parents, Child Abuse <https://kidshealth.org/en/teens/family-abuse.html>

- Texas Association Against Sexual Assault, Resources
<https://www.nsvrc.org/organizations/240>
- Texas Attorney General, What We Can Do About Child Abuse Part 1
<https://www2.texasattorneygeneral.gov/files/cvs/suspectchildabuse.pdf>

Reports of abuse or neglect may be made to: The Texas Department of Family and Protective Services (DFPS) (1-800-252-5400 or at <http://www.txabusehotline.org> Texas Abuse Hotline Website).

DESCRIPTION AND WARNING SIGNS OF TRAFFICKING

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

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips.
- Being employed but not having a school-authorized work permit.
- Being employed and having a work permit but clearly working outside the permitted hours for students.
- Owning a large debt and being unable to pay it off.
- Not being allowed breaks at work or being subjected to excessively long work hours.
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss.

- Not being in control of their own money.
- Living with an employer or having one listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

REPORTING AND RESPONDING TO CHILD ABUSE, NEGLECT, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

(All Grade Levels)

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. 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](#).

https://www.dfps.texas.gov/prevention_and_early_intervention/

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

FURTHER RESOURCES ON SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

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

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

National Center of Safe Supportive Learning Environments: Child Labor Trafficking <https://safesupportivelearning.ed.gov/human-trafficking-america-schools/child-labor-trafficking>

CLASS RANK / HIGHEST-RANKING STUDENT

(SECONDARY GRADE LEVELS ONLY)

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

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

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

VALEDICTORIAN AND SALUTATORIAN

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

- Have been continuously enrolled in the same District high school since the first day of school 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 because of academic dishonesty as addressed in the grading handbook.
- Will be graduating after exactly eight terms of enrollment in high school; and
- Complete all District and state requirements for a diploma.

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

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

- In case of a tie for the salutatorian position, the district shall honor co- salutatorians.

[For further information, see policy EIC.]

CLASS SCHEDULES

(SECONDARY GRADE LEVELS ONLY)

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

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

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID

(SECONDARY GRADE LEVELS ONLY)

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

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

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top 5% of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

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

COLLEGE CREDIT COURSES

(SECONDARY GRADE LEVELS ONLY)

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

- Certain courses taught at the high school campus, which may include courses termed Dual Credit, Advanced Placement (AP), or UT OnRamps.
- Enrollment in AP or dual credit course through the virtual or hybrid courses offered by the district or another district or school.
- Enrollment in courses taught in conjunction and in partnership with Alamo Colleges (St. Philips, San Antonio, NW Vista, Palo Alto, NE Lakeview), Texas A&M, UTSA, TSTC, TX State, UTI Houston, Lincoln Tech, STVTI, which may be offered on or off campus.
- Enrollment in courses taught at other colleges or universities.

A student may also earn college credit for certain Career and Technical Education (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.

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

COMMUNICATIONS

ALL GRADE LEVELS

Parent Contact Information

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

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

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

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

AUTOMATED EMERGENCY COMMUNICATIONS

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

AUTOMATED NONEMERGENCY COMMUNICATIONS

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

If you do not wish to receive such communications, please contact your child's principal.

COMPLAINTS AND CONCERNS

(ALL GRADE LEVELS)

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

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaint/Grievances policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at www.judsonisd.org and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district

grievance form to the campus principal. The district's grievance forms are available on the district's website at www.judsonisd.org or at the principal's or superintendent's office.

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

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

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

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

CONDUCT

(ALL GRADE LEVELS)

APPLICABILITY OF SCHOOL RULES

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

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

CAMPUS BEHAVIOR COORDINATOR

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

DELIVERIES

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch. Parents are permitted to drop off or bring in food with them to eat lunch with their child. However, students are not allowed to order food or beverages during the instructional day through any outside online and or mobile food ordering and delivery companies that connects diners with local takeout restaurants. This is to include any type of delivery service such as Grubhub, Doordash, Uber Eats, etc. School officials will not accept food or

beverages from said company on a student's or parent's behalf, nor will the student be allowed to accept such deliveries.

DISRUPTIONS OF SCHOOL OPERATIONS

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

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

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

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

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

SOCIAL EVENTS

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

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

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

COUNSELING

The district has a comprehensive school counseling program that includes:

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

Parents can review the program, including all materials and curriculum during school hours. Acknowledgement of the student handbook consents to services provided by the comprehensive school counseling model to include surveys that focus on culture, bullying, and climate. Parents will complete a *Notice of and Consent for Counseling Related Services* form as part of the registration process.

ACADEMIC COUNSELING

Elementary and Middle School Grade Levels

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

HIGH SCHOOL GRADE LEVELS

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

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

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

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

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

COLLEGE AND CAREER READINESS

The district utilizes SchoolLinks, a modern college and career readiness platform, to empower students in grades 6-12 as they plan for life after graduation. This interactive tool allows students to discover their unique strengths and interests through personality and career assessments, helping them build a personalized "roadmap" for their future. Whether a student is interested in a four-year university, a trade school, the military, or entering the workforce, SchoolLinks provides the resources to explore various pathways, manage applications, and track progress in one centralized location.

- **Self-Discovery:** Complete interactive surveys to identify career interests, learning styles, and personal strengths.
- **Academic Planning:** Build and manage course plans that align with graduation requirements and long-term career goals.
- **College & Career Search:** Explore a global database of colleges, search for scholarships, and research real-world industry requirements.
- **Application Management:** Seniors can use the platform to track college applications, request transcripts, and manage letters of recommendation.

- **Parent Engagement:** Families are encouraged to create a guardian account to view their student's progress, explore financial aid tools, and stay connected with school counselors.

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 character traits, self-awareness, social awareness, responsible decision-making, self-management, and relationship skills.

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

PERSONAL COUNSELING (ALL GRADE LEVELS)

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

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

JUDSON ISD SCHOOL AGE PARENTING PROGRAM (SAPP)

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

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

PSYCHOLOGICAL EXAMS, TESTS, OR TREATMENT

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

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

COURSE CREDIT

SECONDARY GRADE LEVELS ONLY

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

CREDIT RECOVERY

GRADES 6-12

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

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

CREDIT BY EXAMINATION

IF A STUDENT HAS TAKEN THE COURSE / SUBJECT (GRADES 6-12)

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

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

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

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

CREDIT BY EXAMINATION FOR ADVANCEMENT/ACCELERATION - IF A STUDENT HAS NOT TAKEN THE COURSE / SUBJECT

A student will be permitted to earn credit by examination to accelerate *to the next grade level (Grades 1-5) or for advancement of* an academic course or subject area (Grades 6-12) in which the student has had no prior instruction.

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

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

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

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

Dates Scheduled: Secondary

FIRST QUARTER

Thursday September 24 or Friday September 25, 2026
(Registration deadline, Friday, September 4, 2026)

SECOND QUARTER

Thursday December 10 or Friday December 11, 2026
(Registration Deadline, Friday, November 6, 2026)

THIRD QUARTER

Thursday February 11 or Friday February 12, 2027
(Registration Deadline, Friday, January 15, 2027)

FOURTH QUARTER

Thursday May 13 or Friday May 14, 2027
(Registration Deadline, Friday, April 16, 2027)

Dates Scheduled: Elementary

FIRST QUARTER

Thursday September 24 or Friday September 25, 2026
(Registration Deadline, Friday September 4, 2026)

SECOND QUARTER

Thursday December 3 or December 4, 2026
(Registration Deadline, Friday October 30, 2026)

THIRD QUARTER

Thursday February 4 or Friday February 5, 2027
(Registration Deadline, Friday January 15, 2027)

FOURTH QUARTER

Thursday May 6 or Friday May 7, 2027
(Registration Deadline, Thursday April 16, 2027)

STUDENTS IN GRADES K–5

KINDERGARTEN ACCELERATION

Automatic Eligibility

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

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

CURRENTLY IN KINDERGARTEN

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

- A parent shall request in writing to the campus principal that they wish for their child to be considered for acceleration into grade 1.

- Requests shall be made no earlier than upon registration completion for the most current school year and no later than the end of the first full week of instruction at the beginning of the school year.
- No later than two weeks after the first day of instruction, the student shall take a District-designated readiness or achievement assessment (to include literacy and math).

CRITERIA FOR ACCELERATION

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

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

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

STUDENTS IN GRADES 6–12 (ADVANCEMENT/ACCELERATION OF A COURSE)

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

- A passing score of at least 80 on the examination approved by the board; or
- Students who earn a CBE grade below an 80% in any score for acceleration will not receive credit for the course nor will the grade be recorded.
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on a College Board examination, as applicable.

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

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

DISCRIMINATION

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

HARASSMENT

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

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

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

SEXUAL HARASSMENT AND SEX-BASED HARASSMENT

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

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

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

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic

sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

PREGNANCY OR RELATED CONDITIONS

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

Please contact the campus principal for pregnancy-related accommodations.

RETALIATION

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

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

REPORTING PROCEDURES

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

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

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

INVESTIGATION OF REPORT

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

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

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

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

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

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

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

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.

VIRTUAL AND HYBRID INSTRUCTION

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

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 96.] In addition, a student who enrolls in a virtual or hybrid course for which an end-of- course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

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

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

SCHOOL MATERIALS

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

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

NON-SCHOOL MATERIALS FROM STUDENTS

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

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

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

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

FROM OTHERS

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

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

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

(ALL GRADE LEVELS)

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

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

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

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

MINIMUM ATTIRE STANDARDS

- Student attire and grooming must permit the student to participate in all learning activities without posing a risk to the health or safety of any student or school district personnel. All student attire must not disrupt the learning environment for the student or others.

- Pajamas and bedroom slippers are **not** allowed to be worn except for designated activities approved by the campus principal. Hair coverings designed for night wear or hair prep are not allowed to be worn during the instructional day. Blankets and pillows are not to be brought to school.
- Students must wear clothing including a shirt with pants or skirt, or the equivalent (for example, dresses, skirts, leggings, or shorts) and shoes. Leggings/jeggings/yoga pants, etc., must have an item of clothing worn over the material that covers the bottom when sitting and standing.
- Bottoms should cover all skin above the fingertips including pants/jeans with holes, rips, shorts, and skirts. Bottoms must be worn at the waist. While standing or walking with hands naturally by side, bottoms must not be shorter than the longest fingertip.
- Tops may be sleeveless. However, the sleeves of the top must cover the strap of the undergarment and be at least 3 fingers wide. At no time, may any part of a student's midriff or chest be exposed. Strapless styles are prohibited.
- All clothing must cover the chest, back, torso, stomach, midriff, and lower extremities from armpit to armpit to knee-length. Undergarments must be worn, and clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see-through.
- Clothing must be suitable for all scheduled learning activities, including physical education, science labs, specialized career and technical education classes, field trips, and other activities where unique hazards or specialized attire or safety gear are required. Bare feet are not permitted at any time.
- Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity (including clothes, accessories, or colors identified as gang-affiliated), use of tobacco, alcohol or drugs, pornography, foul or obscene language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited. Campus administration will make this decision.
- Hair must be neat and clean; hairstyles and/or hair colors that are considered by school administration to be distracting and/or disruptive to the educational environment are prohibited.
- Caps or other head coverings, including bandanas and sweatbands, are not permitted. Hoods on hooded sweatshirts, shirts, and jackets will not be worn in the building during the school day. This does NOT include religious headwear.

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

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

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

In an instance that the district dress or grooming policy conflicts with a student's religious beliefs or practices, the student may submit an exception to the policy. The student and parent(s) should submit a written request describing the conflict. Reasonable accommodation(s) may be granted with approval from the principal. In accordance with Texas House Bill 567, also known as the CROWN Act, Judson ISD prohibits discrimination based on hair texture or protective hairstyles historically associated with race.

IDENTIFICATION BADGES:

IDs are mandatory for grades 6-12 and will be worn and appropriately displayed at all times during the school day and at all school functions. IDs are not to be defaced or have any items placed on the front or the back. Each student will be issued a plastic ID card. The first ID card is issued free. A charge of \$5.00 will be made for replacement cards. This card must be presented to school officials upon request for identification.

Students may be asked to produce ID cards in order to purchase tickets to school events, to be admitted to a student function, and to vote in student elections. Students who are unable to produce their ID will be subject to disciplinary action.

CO-CURRICULAR/EXTRA CURRICULAR:

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

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

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

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

(ALL GRADE LEVELS)

POSSESSION AND USE OF PERSONAL COMMUNICATIONS DEVICES, INCLUDING CELL PHONES, AND OTHER ELECTRONIC DEVICES

House Bill 1481 prohibits students from using personal electronic devices during school hours while on school property. Students who bring personal electronic devices to campus must keep the device powered off the entirety of the school day while on school property and must keep it out of accessible reach. Use is not allowed during passing periods, lunches, or during class. A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

Types of personal electronics prohibited include, but are not limited to:

- Cell phones
- Apple/Smart watches
- Fitness Trackers with Messaging Capabilities
- Bluetooth Ear Buds/Headphones
- Tablets
- Personal Laptops
- Gaming Devices
- Pagers
- Radio devices
- AI/Smart glasses

An authorized District employee shall confiscate a student's personal communication device that is used in violation of this policy or any applicable regulations.

If a personal communication device is not retrieved, the District shall dispose of the device after 90 days and providing the notice required by law.

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

- Devices necessary to implement an Individualized Education Program (IEP) or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), or a similar program or plan.
- Devices used by a student with a documented medical need based on a directive from a qualified physician such as glucose monitors.
- Devices necessary to comply with a health or safety requirement imposed by law or as part of the district's or school's safety protocols such as the ability to report anonymous alerts through the STOPit App, various support hotlines, and during active emergency situations.
- Electronic devices provided to a student by the school for instructional purposes such as Chromebooks.

Disciplinary consequences for violation of use of Personal Electronic Devices will range from the first offense being logged as a violation of the student code of conduct to out-of-school suspension and possible referral to DAEP.

ACCEPTABLE USE OF DISTRICT TECHNOLOGY RESOURCES

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

UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child ***"Before You Text" Bullying and Sexting Course*** a state-developed program that addresses the consequences of sexting.

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

COMPUTER RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of the computer resources is restricted to students working under a teacher's supervision and for approved educational purposes only. By 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 parents 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.

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. Students and their parents should notify a school staff member immediately of any websites being used to violate the Districts Acceptable Use Policy.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)

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

TECHNOLOGY USAGE

The district has several policies and rules involving the use of computers, electronic communication, imaging devices, and Internet access. Violations of these policies or rules may result in termination of privileges involving the use of 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, Spyware, or ransomware 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 ISD wired or wireless 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 ensure every student is provided access to a computer for instructional purposes. The current rate of labor for repairs (subject to change) is \$80.00 per hour (minimum of \$30.00).

INTERNET USAGE ACKNOWLEDGEMENT FORM

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation and Standardized Tests**.]

EMERGENT BILINGUALS

(All Grade Levels)

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

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

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

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

DUAL LANGUAGE TWO-WAY MODEL & ONE-WAY MODEL

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

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

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

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

(All Grade Levels)

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

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

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

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

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

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

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

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

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

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

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for four school weeks.

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

STANDARDS OF BEHAVIOR

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

OFFICES AND ELECTIONS

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

FEES

(All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.

- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost or damaged library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school.
- Fees for students who want to take Credit by Exam for Credit Retrieval (Semester and K-8 exam: \$25; World Language exam: \$50)
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.
- Students who wish to park on school property must obtain a parking sticker for a fee of \$10.00. A parking sticker is valid for the registered car only and permits the student access to campus parking for one school year. Students that violate parking regulations are subject to the following consequences:

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

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

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

Middle School Student Fees		
Department	Fee	Explanation
Art	Not to exceed \$10	

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

MIDDLE SCHOOL ATHLETICS

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

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

THERE ARE NO MANDATORY FEES FOR MIDDLE SCHOOL ATHLETICS.

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

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

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

MS BAND STUDENT FEE EXPLANATION

Metzger	
JISD Instrument Usage Fee	\$60.00
Tuxedo 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

KHMS	
JISD Instrument Usage Fee	\$60.00
Band T-shirt	\$15.00
Tuxedo 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

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

Metzger	
JISD Instrument Usage Fee	\$60.00
T-shirt	\$15.00
Tuxedo 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.

2026-2027 High School Student Fees		
Department	Fee	Explanation
Art	Not to exceed \$40.00	
Art Club	\$20.00	
Astronomy Guild (JHS)	\$10.00 per semester	

Band	Not to exceed \$460	
Bowling Club	\$15.00/\$100.00	\$15.00 Tryout Fee/\$100.00 Participation to cover lineage
Calculator Rental	\$10.00	Replacement Fee \$115.00
Cheer	Not to exceed \$1500.00	
Cheer Optional Fee	\$800.00	Competition fees
Choir	Not to exceed \$30.00	
Color Guard	Marching: Not to exceed \$565 Percussion-Indoor: Not to exceed \$390	
Debate	\$10.00	Debate I, Debate Team II, III, IV \$100.00
Drama Club	\$10.00	Students are welcome to participate in fundraisers which waives fee.
Dance	Not to exceed \$960.00	
French Club	\$5.00	
Gay Straight Alliance (GSA)	\$10.00	
International Language Club	\$10.00	
International Thespian Club	JECA \$15.00	
History/Geography Club	\$10.00	
ID Replacement	\$5.00	
JCARE Loaner Clothing	\$1.00-\$20.00	Replacement fee
JROTC	\$75.00	Corps Fee – initial uniform rental & alterations
JROTC Lost Uniform	Up to \$400.00	Lost uniform to include uniforms returned dirty or unserviceable
JROTC Drill/Color Guard Teams	\$75.00	

JROTC PT/Orient/Rocket Teams	\$45.00	
JROTC Cadet Leadership Course	\$250.00	Camp fee
Key Club	JECA \$15.00	
Mu Alpha Theta	\$5.00	
National Honor Society	\$20.00	
Orchestra	Not to exceed \$110.00	
Parking	\$10.00	
Partners Club w/Special Olympics	\$5.00	Registration Fee
Physical Education	Not to Exceed \$25	PE Uniform (Shirt/Short)
Robotics	\$20.00 (JECA \$50.00)	
Science Club	\$15.00 JHS \$45.00 includes entry fee, t- shirt, activity log folder & membership card.	Field trip costs are separate and must be paid in full a week prior to date of field trip.
Spanish Honor Society	\$10.00	
Spanish Club (JHS)	\$10.00	
Student Council	\$20.00	
Student ID Replacement	\$5.00	
Textbooks	Lost/Damaged	
Transcripts	\$2.00	
Young Men of Wagner	\$7.00	
Young Women of Wagner	\$5.00	

HS BAND STUDENT FEES

JHS - Band	
Varsity Fair Share Fee	\$100.00
Meals	\$70.00
Instrument usage	\$60.00
Band T-Shirt	\$14.00
Uniform Package	\$35.00
Uniform Performance Shirt	\$52.00
Band Shoes	\$46.00
Water Jug	\$34.00
Volunteer Opt-Out Fee	\$75.00
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	0.00
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
Duffle 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	\$87.00
Body tights	\$16.00
Team Leggings	\$27.00
Turning Shoes	\$18.00
Black Jazz Shoes	\$24.00
Team Jersey	\$33.00
Team Poms	\$39.00
Dance Team Bag	\$50.00
Varsity Team Camp	\$215.00
Dance Team Warm-ups	\$92.00
Team Boots	\$68.00
Team Earrings	\$12.00
Team Game Day to embroidery	\$20.00

Team Bag embroidery	\$20.00
Team Bra	\$25.00
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	\$39.00
Dance Team Bag	\$52.00
JV Team Camp	\$215.00
Dance Team Warm-ups	\$92.00
Team Earrings	\$12.00
Team Bra	\$25.00
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	\$652.00	Instructors, Meals, Lodging
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Other	\$600.00	Uniform rental, bows, spirit wear, choreography
Total	\$1725.00	
VMHS		
Cheer Camp	\$625.00	Instructors, Meals, Lodging
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Other	\$600.00	Uniform rental, bows, spirit wear, choreography
Total	\$1725.00	
WHS		
Cheer Camp	\$625.00	Instructors, Meals, Lodging
Gear	\$500.00	Practice wear, undergarments, warm-ups, shoes, bag
Other	\$600.00	Uniform rental, bows, spirit wear, choreography
Total	\$1725.00	

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

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

Soccer	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/game day shirt)
Softball	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts/cap/game day shirt)
Baseball	No Mandatory Fee	Optional Items Not to exceed \$70.00 (i.e., T-shirt/shorts/cap/game day shirt)
Track	No Mandatory Fee	Optional Items Not to exceed \$50.00 (i.e., T-shirt/shorts)
Student Trainers	No Mandatory Fee	Optional Items Not to exceed \$150.00

HIGH SCHOOL PHYSICAL EDUCATION FEES

JUDSON HIGH SCHOOL

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

VETERANS EARLY COLLEGE HIGH SCHOOL

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

WAGNER HIGH SCHOOL

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

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

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

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.)	

DECA	\$20.00	Local, state, and national membership fees	Installment payments, and/or fundraising
FCCLA	\$35.00	State and national membership fees; t-shirt	Installment payments, and/or fundraising
SkillsUSA	\$30.00	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
Ag Programs (FFA (Future Farmers of America) 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;; FCCLA=Family, Career & Community Leaders of America; FFA=Future Farmers of America; TAFE=Texas Association of Future Educators

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

FOOD AND DRINKS

(All Grade Levels)

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

FUNDRAISING

(All Grade Levels)

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

GANG-FREE ZONES

(All Grade Levels)

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

GENDER-BASED HARASSMENT

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

GRADE-LEVEL CLASSIFICATION

(Grades 9–12 Only)

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

Classification Requirements	Credits Required	Course Credit for Classification
First- year Student	0-4.5	N/A
Sophomore	5.0-10.5	1.0 credit of English 1.0 credit of Mathematics

Junior	11.0-16.5	2.0 credits of English 2.0 credits of Mathematics 2.0 credits of Social Studies 2.0 credits of Science
Senior	17.0+	Required Credits – course credit for graduation is dependent upon endorsement and graduation plan. Please see your school counselor and/or academic advisor. 3.0 credits of English 3.0 credits of Mathematics 3.0 credits of Social Studies 3.0 credits of Science

- Grade level advancement for students in grades 9-12 shall be based by course credits (with a passing grade of 70%) and attendance rate (see below). Any required course failed/denied credit during the school year should be retaken through summer school, night school, correspondence, or credit-by-exam.
- Changes in grade level classification shall be made at the beginning of the fall semester and after fall semester for special circumstances. Grade level advancement shall require the above earned state credits for all students entering grade 9 (EIE Local).
- Any student who does not meet the requirements for promotion at the beginning of the school year will be reclassified to the previous grade.
- Current classification requirements are subject to revision.
- Grade level classification is subject to change based on legislative updates.

GRADING GUIDELINES

(All Grade Levels)

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

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

- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination.

Grades Kindergarten

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

Grades 1 Grading Scale

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

Grades 2-5 Grading Scale

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

Note: Students are not to receive an Incomplete in the sixth six weeks. Art, Music, and Physical Education Grading Scale.

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

Citizenship (Conduct) Grading Scale

Symbol	JISD Standard	Clarifying Statement
E	Excellent Conduct	Student always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class, and always on task, and always follows grading expectations.
S	Satisfactory Conduct	Student usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, and usually on task, and usually follows grading expectations.
N	Conduct Needs Improvement	Student rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, and rarely on task, and rarely follows grading expectations.
U	Unsatisfactory Conduct	Student does not follow class rules, is disruptive in class, does not try their best, does not have a positive attitude in class, and not on task, and does not follow grading expectations.

Grades 6-12 Grading Scale

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 proficiency. In making promotion decisions, the district will consider:

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

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

ELEMENTARY AND MIDDLE SCHOOL GRADE LEVELS

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

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

Grades 2-5 - In grades 2-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on grade-level standards for all subject areas and a

grade of 70 or above in math and reading. Reading and writing scores may be averaged if it benefits the student.

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

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

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

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

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

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

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

For the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous, and the student must complete additional special instruction before beginning the next grade level.

Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE]

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

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

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

HIGH SCHOOL GRADE LEVELS

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments.

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus.**]

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

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

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

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

GRADUATION

(Secondary Grade Levels Only)

REQUIREMENTS FOR A DIPLOMA

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

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

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

TESTING REQUIREMENTS FOR GRADUATION

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

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

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

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state- developed

assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

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

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

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

FOUNDATION GRADUATION PROGRAM

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

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

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

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

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

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

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP examination, on certain national college preparatory and readiness or

college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

CREDITS REQUIRED

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

Course Area	Foundation HSP
English/Language Arts	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,	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: • 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: • 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: • 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: • 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	A coherent sequence or series of courses selected from one of the following: • Social Studies • The same language in Languages Other Than English • Two levels in each of two languages 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	A coherent sequence or series of courses from one of the following: • 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 Credits
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

Performance Acknowledgments	For outstanding performance • In a dual credit course • In bilingualism and biliteracy • On an AP test or IB exam • On the PSAT, the ACT-Plan, the SAT, or the ACT • For earning a nationally or internationally recognized business or industry certification or license
--------------------------------	--

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

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

- An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
- Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam or
 - b. 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.
 - c. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
- College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of

the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.

- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

AVAILABLE ENDORSEMENTS

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

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

FAFSA/TASFA

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

BEFORE GRADUATING FROM HIGH SCHOOL, EACH STUDENT MUST COMPLETE AND SUBMIT A FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) OR A TEXAS APPLICATION FOR STATE FINANCIAL AID (TASFA).

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

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

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

Please contact the school counselor for more information.

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

PERSONAL GRADUATION PLANS

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

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

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

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

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

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

DISTINGUISHED LEVEL OF ACHIEVEMENT

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

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

PERFORMANCE ACKNOWLEDGMENTS

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

Completion of curriculum requirements for at least one endorsement.

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

EIF(LEGAL) EIF(LOCAL)

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

Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcripts. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

AVAILABLE ENDORSEMENTS

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

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

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

AVAILABLE COURSE OPTIONS FOR ALL GRADUATION PROGRAMS

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

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

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and

technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

CERTIFICATES OF COURSEWORK COMPLETION

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

STUDENTS WITH DISABILITIES

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

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

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

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

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

GRADUATION ACTIVITIES

Graduation activities will include:

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

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee will not be allowed to

participate in graduation activities. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable state and local requirements for graduation.

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

GRADUATION SPEAKERS

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

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

All student speaking roles are subject to pre-approval by the campus principal. All speeches will be scripted, and speakers may not deviate from the script.

[See FNA(LOCAL) and the Student Code of Conduct.]

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.

SCHOLARSHIPS AND GRANTS

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants towards tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

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

HARASSMENT

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

HAZING

(All Grade Levels)

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

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

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

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

HEALTH PROBLEMS, ILLNESS, AND INJURY

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

School personnel provide first aid for injuries or illness that occur 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.

The school clinic is used for emergencies and student health care. If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

The following standard first aid over the counter medications/products approved by the District Doctor will be available in the clinic as needed. Contact your school nurse by phone, email or the form in registration if you object to any of the products below.

- Vaseline
- Sterile Saline Eye Irrigate

- Calamine/Caladryl Lotion
- Bacitracin.

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

HEALTH - PHYSICAL AND MENTAL ILLNESS

(ALL GRADE LEVELS)

HEALTH-RELATED SERVICES

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

The following health related services are offered on the following district campuses:

ILLNESS

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

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

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

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

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

USE OF CRUTCHES/WHEELCHAIRS/ASSISTIVE DEVICES

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

1. A physician's statement regarding the specific limitations and duration of the assistive device.
2. If a student is using a wheelchair another student or staff member will be assigned to push the wheelchair if the student is unable to wheel themselves.
3. The campus wheelchair is only for emergency purposes and is not intended for student daily use
4. Parents/guardians are responsible for obtaining crutches, wheelchairs, and other assistive devices prescribed by their physician.
- 5.

IMMUNIZATION

(All Grade Levels)

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

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

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

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

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

The immunizations required are:

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the

doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

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

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

BACTERIAL MENINGITIS

(All Grade Levels)

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

WHAT IS MENINGITIS?

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

WHAT ARE THE SYMPTOMS?

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

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

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

HOW SERIOUS IS BACTERIAL MENINGITIS?

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

HOW DOES BACTERIAL MENINGITIS SPREAD?

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

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

HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

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

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

WHAT SHOULD YOU DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

You should seek prompt medical attention.

WHERE CAN YOU GET MORE INFORMATION?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention \(CDC\)](#), particularly the CDC's information on [bacterial meningitis](#), and the [Texas Department of State Health Services](#).

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

[See **Immunization** for more information.]

LICE

(All Grade Levels)

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

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

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.state.tx.us/schoolhealth/lice.shtm) (<https://www.dshs.state.tx.us/schoolhealth/lice.shtm>).

[See policy FFAA for more information.]

MEDICINE AT SCHOOL (ALL GRADE LEVELS)

If a student must take medication during school hours, the student's guardian must provide medication. All medications, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma, or a severe allergy as described below or as otherwise allowed by law.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication, in the original, properly labeled container, provided by the guardian, along with a physician signed medication administration form.
- Nonprescription medication, in the original, properly labeled container, provided by the guardian along with a physician signed medication administration form. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements with a physician signed medication administration form and properly labeled provided by the guardian. Only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- The district will have Tylenol, Benadryl, EpiPen, and Narcan on hand in case of emergency and for standing orders provided by our medical director.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply their own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

ASTHMA AND SEVERE ALLERGIC REACTIONS

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

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

UNASSIGNED EPINEPHRINE DELIVERY SYSTEM

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

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

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

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

The district will ensure that each campus has a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities. For additional information, see FFAC(LOCAL).

OPIOID ANTAGONIST

The 88th Texas Legislature amended the Texas Education Code to require school districts to adopt and implement a policy regarding the maintenance, administration, and disposal of opioid antagonist at each campus in a district that serves students grades 6 through 12.

Narcan intranasal administration is readily available. The district will ensure that each campus has a sufficient number of school personnel trained on the location, symptoms and use of Narcan on campus during the school day.

STEROIDS (SECONDARY GRADE LEVELS ONLY)

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

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

Students participating in UIL athletic competitions may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at: <http://www.uiltexas.org>

MENTAL HEALTH SUPPORT (ALL GRADE LEVELS)

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

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

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

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

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

For related information, see:

- **Notice of and Consent for Counseling Related Services** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information.
- **Counseling** for the district's comprehensive school counseling program.

PHYSICAL ACTIVITY REQUIREMENTS ELEMENTARY SCHOOL

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

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

MIDDLE SCHOOL

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

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

TEMPORARY RESTRICTION FROM PARTICIPATION IN PHYSICAL EDUCATION

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

PHYSICAL FITNESS ASSESSMENT

(Grades 3-12)

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

PHYSICAL HEALTH SCREENINGS/EXAMINATIONS

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

See the UIL's explanation of sudden cardiac arrest for more information.

SPINAL SCREENING PROGRAM

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent, or see policy FFAA(LEGAL).

OTHER EXAMINATIONS AND SCREENINGS (ALL GRADE LEVELS)

This includes Vision, Hearing and Acanthosis. To opt out of screenings, contact the campus nurse for the form. [See policy FFAA for more information.]

SPECIAL HEALTH CONCERNS (ALL GRADE LEVELS)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.judsonisd.org for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and

taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization**.]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis. (dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at your child's campus.

[See **Celebrations** and policy FFAF for more information.]

SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

(All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 5 meetings. Additional information regarding the district's SHAC is available from the Director of Health Services at (210) 945-5100, Extension 61589.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.judsonisd.org.

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See policies at BDF and EHAA. See **Consent to Human Sexuality Instruction** for additional information.]

(All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the Seizure Management and Treatment Plan Form (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See a **Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

STUDENT WELLNESS POLICY / WELLNESS PLAN

(All Grade Levels)

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

TOBACCO AND E-CIGARETTES PROHIBITED (ALL GRADE LEVELS AND ALL OTHERS ON SCHOOL PROPERTY)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device (vape pens) while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, vape pens, or any other electronic vaporizing device by students and all others

on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

OTHER HEALTH-RELATED MATTERS

(All Grade Levels)

VENDING MACHINES (ALL GRADE LEVELS)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Child Nutrition Department at (210) 945-6720. [See policies at CO and FFA.]

ASBESTOS MANAGEMENT PLAN

(All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator, at (210) 945-1200.

PEST MANAGEMENT PLAN

(All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may call (210) 559-6549.

HOMELESS STUDENTS

SERVICES FOR THE HOMELESS AND THE TITLE 1 PARTICIPANTS

The JISD Homeless Liaison provides services for students and families experiencing transition due to – loss of housing and/or financial hardship. The term “homeless” means: “individuals who lack a fixed, regular, and adequate nighttime residence.

If you, or someone you know, is in need of support, please direct them to the Judson ISD Homeless Liaison for Children and Youth, McKinney Vento, and Foster Care Liaison 210-945-5360.

The Federal Programs and Grant Administrator supports campus principals and works with parents of students participating in Title I at risk programs.

HOMEWORK

(All Grade Levels)

The purpose of homework is to promote high-quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It is to target specific learning outcomes, reinforce TEKS (Texas Essential Knowledge and Skills) taught in the classroom and provide practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

When assigning homework, teachers will ensure that students are provided with sufficient information and direction to complete the homework assignment independently, and that the assignment is not excessive for its intended purpose. In addition, homework is not to be assigned as a discipline consequence.

ILLNESS

[See **Health Problems, Illness, and Injury.**]

LAW ENFORCEMENT AGENCIES

(All Grade Levels)

QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

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

STUDENTS TAKEN INTO CUSTODY

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

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

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

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

NOTIFICATION OF LAW VIOLATIONS

The district is required by state law to notify:

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

offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on our off-school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

LEAVING CAMPUS

(All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon their return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied. Parents may not hire any ride services such as Uber or Lyft to pick up their child.

If a student is 18 years of age or is an emancipated minor, the student may sign themselves out of school for scheduled appointments. Documentation regarding the reason for the absence will be required.

DURING LUNCH

All JISD campuses are considered closed campuses and no student may leave during lunch without a parent.

AT ANY OTHER TIME DURING THE SCHOOL DAY

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

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

LOST AND FOUND

(All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence

(ALL GRADE LEVELS)

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

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

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

A student involved in an extracurricular activity must notify their teachers ahead of time about any absences. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP MAKEUP WORK

ELEMENTARY AND MIDDLE / JUNIOR HIGH SCHOOL GRADE LEVELS

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, a distance learning program, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy **FOCA(LEGAL)**.]

GRADES 9–12

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

IN-SCHOOL SUSPENSION (ISS), OUT-OF-SCHOOL-SUSPENSION (OSS) MAKEUP WORK (ALL GRADE LEVELS)

Alternative Means to Receive Coursework

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

OPPORTUNITY TO COMPLETE COURSES

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

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 and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district 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:

Director of Student and Family Support Services, Amber Palmer, LMSW, 8205 Palisades Dr. Live Oak, TX 78233, (210) 945-5100, apalmer@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, contact Amber L. Palmer, LMSW, 8205 Palisades Drive, Live Oak, TX 78233, (210) 945-1128, apalmer@judsonisd.org.**
- **For all other concerns regarding discrimination, contact Erika Garza, 8012 Shin Oak, TX 78233, (210) 945-5100, eogarza@judsonisd.org.**

[See policies **FB**, **FFH**, and **GKD(LEGAL)**.]

NONTRADITIONAL ACADEMIC PROGRAMS

(All Grade Levels)

The Judson Learning Academy (JLA), Judson CARE Academy (JCARE), and Judson Academy for Continuing Education (JACE) are non-traditional programs. Students in these programs also are required to meet the (Minimum) State Requirements for graduation.

PARENT AND FAMILY ENGAGEMENT

(All Grade Levels)

PARENTAL RIGHTS AND OPTIONS

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website.

WORKING TOGETHER

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call your student's campus for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]

- Becoming a school volunteer. [For further information, see policy GKG and Volunteer.]
- Participating in campus parent organizations. Parent organizations include PTA, PTO & PTSO.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact Curriculum Department.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at BDF, EHAA, FFA.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held each month. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at JISD Administrative Offices and online at www.judsonisd.org. [See policies at BED for more information.]

PARKING AND PARKING PERMITS

(Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance with the student's name on the policy to be eligible for a parking permit.

Students who wish to park on school property must obtain a parking permit for a fee of

\$10.00. A parking permit is valid for the registered car only and permits the student access to campus parking for one school year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.
- Or access their vehicles without permission.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Students that violate parking regulations are subject to the following consequences:

- Warning notice, formal police report, possible fines, and/or towing.
- Consequences are dependent on the nature of the infraction. Permits can be purchased from your home campus.

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics Participation

(Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

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

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

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

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

(All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags**.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first-class period when September 11 falls on a regular school day. [See policy EC for more information.]

PRAYER

(All Grade Levels)

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

PROMOTION AND RETENTION

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

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

[Prekindergarten or Kindergarten] – Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1,2 or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

ELEMENTARY AND MIDDLE / JUNIOR HIGH GRADE LEVELS

In grades 2-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: Language arts, mathematics, science, and social studies.

In grades 9-12, promotion is based on the number of course credits earned.

HIGH SCHOOL GRADE LEVELS

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

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

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and SAT, ACT, and Other Standardized Tests.**]

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus.**]

REMOTE INSTRUCTION

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

(All Grade Levels)

Report cards with each student's performance and absences in each class or subject are electronically issued through the Family Access portal every nine weeks.

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

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.

SAFE STORAGE OF FIREARMS

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access.

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

SAFETY

(All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

ACCIDENT INSURANCE

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

INSURANCE FOR CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district may purchase accident, or liability insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies: Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed: The district will annually offer instruction in CPR at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed](https://www.dhs.gov/stopthebleed) (<https://www.dhs.gov/stopthebleed>)

- [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/)

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent.
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

EMERGENCY SCHOOL-CLOSING INFORMATION

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.

State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:
www.judsonisd.org, BrightArrow, News Media and the Judson ISD Facebook page @judsonisd.

[See **Communications** for more information.]

SCHEDULE CHANGES (MIDDLE AND HIGH SCHOOL GRADE LEVELS)

Students/Parents will receive a copy of the courses selected for the upcoming school year. If a change is necessary, dates will be posted online for times where Judson ISD counselors will be available for course schedule modification. If dates are not conducive to meet with the counselor in person, schedule change requests may be submitted in writing, with a parent's signature, to the campus Counseling Office.

Changes requested at the beginning of the school year will require students to submit a request in writing to the counselor. A personal conference with the student, parents, and the counselor is **required** before any requested class schedule changes will be made. Schedule changes for students with disabilities receiving special education services must be made through an ARD meeting or Amendment to the IEP. Counselors will contact the campus Special Education Department should a student receiving special education services request a schedule change.

SCHOOL FACILITIES

ASBESTOS MANAGEMENT PLAN (ALL GRADE LEVELS)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator.

CHILD NUTRITION SERVICES

(All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, go to www.judsonisd.org, departments, and Child Nutrition to complete a lunch application. Applications are also available at each campus.

Title I

A campus with a poverty rate of at least 40%, based on free and/or reduced-price lunches under the National School Lunch Act, may be considered a School-wide Title I campus and receive additional federal funding.

Title I Campuses in Judson ISD:

All Elementary Campuses.

For more information about the programs on these campuses that are funded with federal funds, please contact the campus principal.

Campuses that have a minimum percentage of identified students in the school year are eligible to serve free breakfast to all students. Household applications for free and reduced-price lunch are not collected for these campuses although the campus does collect Confidential Household Income Verification Sheets for accountability purposes. Campuses identified to also serve free lunch under the Community Eligibility Provision (CEP) to all students are identified below.

1. Kirby STEM Academy
2. Candlewood STEM Academy
3. Converse Elementary School
4. Elolf STEAM Academy
5. Hartman Elementary School
6. Hopkins Elementary School
7. Miller's Point Elementary School
8. Paschal Elementary School
9. Spring Meadows College Prep Academy
10. Woodlake Elementary School
11. Judson CARE Academy
12. Judson Learning Academy
13. Woodlake College Prep
14. Metzger Middle School
15. Escondido Elementary School

16. Masters Elementary School

17. Selma Elementary School

18. Wagner High School

A new application for Free or Reduced-Price meals is required every year.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See the school cafeteria manager or Child Nutrition office at (210) 945-6720 to apply for free or reduced-price meal services or submit an online application at www.schoolslunchapp.com.

Child Nutrition Services has a fiscal responsibility to stay in compliance with Federal Guidelines. In order to meet this obligation, parents and guardians are responsible for purchases made by their student(s) in the cafeteria. Parents should continually monitor their child's meal account balance. The district's cafeteria charge policy can be found in the school board policy. Students are allowed to charge meals according to the grace period set by the school board. It is not Judson ISD's intent that children go hungry at school; however, it is the responsibility of parents or guardians to provide their children's lunch or breakfast or pay for meals provided by your school. More information can be found on the Child Nutrition Department website at www.myschoolapps.com

VENDING MACHINES (ALL GRADE LEVELS)

The district has adopted and implemented the state and federal policies for food service, regarding these policies and guidelines, contact your student's campus. [See policy FFA for more information.]

CONDUCT BEFORE AND AFTER SCHOOL

(All Grade Levels)

Teachers and administrators have full authority over student conduct at before-school or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day.

Misbehavior will be subject to consequences established by the Student Code of Conduct, or any stricter standards of behavior established by the sponsor for extracurricular participants.

LIBRARY

(All Grade Levels)

The library or Learning Resource Center is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Our certified school librarians are available to assist students with research, bibliographies, and locating credible resources a student may need. Our

librarians also build a collection of both physical and digital books (e- books and audiobooks) that meet our students needs and requests. Please visit with your campus Library Instructional Educator for times when the facility is open for independent student use.

USE OF HALLWAYS DURING CLASS TIME

(All Grade Levels)

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

USE BY STUDENTS BEFORE AND AFTER SCHOOL

(All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

MEETINGS OF NON-CURRICULUM RELATED GROUPS

(Secondary Grade Levels Only)

Student-organized, student-led non-curriculum related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

SELLING OF ITEMS NOT APPROVED BY THE DISTRICT

Students are prohibited from selling any items brought from home to other students without first obtaining permission from the campus principal. This includes but is not limited to all food items or beverages.

SCHOOL-SPONSORED FIELD TRIPS

(All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

SEARCHES AND INVESTIGATIONS

DISTRICT PROPERTY

(All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

SEARCHES IN GENERAL

(All Grade Levels)

In the interest of promoting student safety and drug free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent, or pursuant to district policy providing for security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

METAL DETECTORS

(All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

PERSONAL COMMUNICATIONS AND OTHER ELECTRONIC DEVICES

(All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** for more information.]

TRAINED DOGS

(All Grade Levels)

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

SEXUAL HARASSMENT

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

SECTION 504

Section 504 is an anti-discrimination law that requires schools to provide to disabled students' educational benefits and opportunities equal to those provided to non-disabled students.

The Section 504 Coordinator will facilitate the support process for students and parents to seek services for students with a disability that may not otherwise be served under special education. For more information see: [Judson ISD Section 504](#) or contact the Dyslexia and Section 504 Coordinator at (210) 945-5304.

SPECIAL PROGRAMS

(All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the appropriate department at District Office (210) 945-5100.

SUPPORTING STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION OR SECTION 504 SERVICES

Prior to referral for a full individual and initial evaluation, students experiencing difficulty in the general classroom should be considered for response to evidence-based intervention and other academic or behavior support services. The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of struggling students.

If the student continues to experience difficulty in the general classroom after the provision of interventions, JISD personnel will refer the student for a full individual and initial evaluation. The general education or response to intervention strategies will not be used to delay or deny the provision of an evaluation.

Teachers who provide instruction to students will be trained concerning the district's referral process and informed concerning the research-based interventions available in JUDSON ISD.

Communication between general education teachers and campus staff who attend RtI/MTSS meeting, and concerning the interventions used and the results of those interventions should occur regularly.

If parental or guardian consent is obtained for an evaluation, to establish an area of disability, JUDSON ISD will consider and document the provision of any steps taken concurrently with the special education referral or evaluation process to address the academic or behavioral needs of the student giving rise to the referral.

These steps may include the following—

- If a campus receives an initial referral for a student who is not currently receiving evidence-based general education interventions or Response to Intervention (RtI)
- Multi-Tiered Systems of Support (MTSS) available to all students, the RtI Teacher/Campus Designee will promptly convene a meeting with the campus administrator, parent or guardian, student (as appropriate), and at least one of the

student's general education teachers (preferably from one or more of the areas of academic and/or behavioral concern). The meeting's purpose will be to develop a plan of evidence-based general education interventions or RTI/MTSS. This meeting may not be used to delay or deny an evaluation.

- If the student has been receiving evidence-based general education intervention or RtI/MTSS, the Teacher/Campus Designee will promptly convene a meeting with the parent or guardian, student (as appropriate), and at least one of the student's general education teachers (preferably from one or more of the areas of academic and/or behavioral concern) to review and revise the student's current interventions and general education services plan, as appropriate. Such meetings will recur at regular, reasonable intervals throughout the pendency of the referral and/or evaluation process.
- IDEA does not prohibit a local campus within the district from "screening" a student to collect data that may be considered when determining whether the student is suspected of having a disability. Parental consent is not required before a campus-based committee reviews existing data as part of the special education referral process. Likewise, parental permission is not required before administering screenings or other assessments that are administered to all students generally without the requirement of parental consent. Written notice will be provided to parents of the scheduled screening or assessment; however, a campus will not use screening procedures to delay or deny the provision of a full individual and initial evaluation.
- Students suspected of having a disabling condition under Section 504 should be referred for an evaluation by a Campus Section 504 Committee. If needed, the 504 Committee will develop an accommodation plan under section 504 to ensure that their individual education needs are met as adequately as those of their non-disabled peers. These referrals should be directed to the student's Campus Section 504 Coordinator. If a student's Section 504 Committee determines that the student has a disability that may require specialized instruction to make progress in the general curriculum, or if the student continues to experience difficulty in the general education classroom even with the supports specified in a 504 accommodation plan, the Section 504 Committee should prepare a referral folder and submit it to the campus evaluation specialist (LSSP or educational diagnostician) for review to determine whether a full individual and initial evaluation is appropriate under the circumstances.
- For students who transfer to JUDSON ISD from a residential facility or other private school, the Teacher/Campus Designee should obtain written consent from the student's parent or guardian to communicate with and request records from.

Students suspected to have dyslexia and related disorders will be referred for a Full Individual and Initial Evaluation (FIIE) to determine if a student has a disability and needs special education services. If parent refuses to consent for a Full Individual and Initial Evaluation (FIIE), JUDSON ISD will provide parent with Prior Written Notice, a copy of the Procedural Safeguards and a Ready, Willing, Able letter.

If the ARD Committee determines that a student identified as having dyslexia or a related disorder needs specially designed instruction as a result of dyslexia or a related disorder, the student will be referred to special education for direct dyslexia instruction, accommodations and modifications, as appropriate.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities. [TEA's Dyslexia Handbook 2024 Update](#) provides information about the state's dyslexia laws and guidelines for school districts to follow.

SPECIAL EDUCATION REFERRALS

When JUDSON ISD receives a request for an initial evaluation, the campus administrator will promptly review the student's record and document any consideration that has been given to alternatives to special education, including but not limited to general education academic and behavioral interventions; RtI data; remedial instruction; tutoring; compensatory education (services designed to supplement the regular education program for students identified as at risk of dropping out of school), Multi-Tiered Systems of Support (MTSS); and/or Dyslexia-related general education services.

If a parent, legal guardian, or adult student verbally requests a special education evaluation, JUDSON ISD staff who received the verbal request will encourage/assist the parent to put the request in writing. The campus administrator will meet with the parent and consider different options to address parent's concerns including RtI. The campus administrator completes a Receipt of the Request for Evaluation and gives a copy to the parent, RtI Teacher/Campus Designee, and campus evaluation specialist.

The campus administrator will ensure that the Data Collection Checklist documents are gathered and provided to the campus evaluation specialist. Referrals should be considered by a school psychologist, an educational diagnostician, or SLP to determine whether there is reason to suspect that the student has a disability and needs special education and related services. The campus administrator will ensure that information is gathered and provided to the school psychologist, educational diagnostician, or SLP. If a parent or legal guardian makes a referral to a general education teacher, a paraprofessional or campus office staff, the parent should be directed to the campus administrator on the student's campus who is responsible for receiving referrals.

When JUDSON ISD receives privately completed evaluation reports or recommendations, the ARD Committee will consider that information. In many instances, the student's ARD Committee will need to seek consent from the parent(s) to complete a district evaluation.

If a student's parent(s), legal guardian(s), or JUDSON ISD staff submits a written request for a full individual and initial evaluation for special education and related services to the campus administrator, the personnel designated below will take the following steps:

- Within 15 school days of the administrator's receipt of the written request for an initial special education evaluation, the school psychologist, educational diagnostician, or SLP will, as appropriate:
 - Review the records and performance data of the student in order to determine if there is sufficient evidence to suspect a disability. Information reviewed shall include, but is not limited to, all individual and group standardized assessments, including evaluations provided by the parent or guardian completed privately; standards of learning test scores; school enrollment history; attendance records; student work samples; and teacher observational information.
 - Consult with the student's general education teachers and other campus staff familiar with the student to review the general education supports and services, curricular modifications, instructional methodologies or evidence based classroom accommodations or interventions that have been used with the student prior to referral, including the use of any Multi-Tiered Systems of Support (MTSS), such as Response to Intervention (RtI), Leveled Literacy Interventions (LLI), and other evidence-based general education interventions, tutorial, remedial, compensatory and other academic or behavior support services.
 - Contact the parent, legal guardian or adult student to provide an overview of JUDSON ISD's special education process and identify the date by which informed written consent for the evaluation may be obtained, (i.e., no later than 15 school days after receiving the written request for an initial evaluation).
- No later than 15 school days after the campus administrator's receipt of the written request for an initial special education evaluation, the school psychologist, an educational diagnostician, or SLP will ensure JUDSON ISD provides the parent(s), legal guardian and/or adult student with a copy of TEA's most recent Notice of Procedural Safeguards.
- Notice of Procedural Safeguards, as well as the Prior Written Notice discussed below, will be delivered to the parent or legal guardian by means reasonably designed to ensure that it is received by the parent, legal guardian, or adult student.

- A parent, legal guardian or adult student may choose to receive the Notice of Procedural Safeguards, as well as the Prior Written Notice discussed below, by email. If the parent or legal guardian does not affirmatively elect to receive the notices by email, the district will mail or hand-deliver the notice(s) and document the delivery format.
- Provide Prior Written Notice of JUDSON ISD's proposal to conduct a full individual and initial evaluation in the form of Notice of Proposal to Evaluate and an opportunity for the parent, legal guardian or adult student to give informed written consent for the evaluation, if there is evidence of a suspected disability and, as a result of the suspected disability, a suspicion that the student may require specially designed instruction based on the information obtained during the 15-school day period described above.
- Prior Written Notice. JUDSON ISD's Notice of Proposal to Evaluate shall describe any evaluation procedures that JUDSON ISD proposes to conduct.
- Informed Written Consent. JUDSON ISD will document that the parent, legal guardian or adult student has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, and the mode of communication.
- JUDSON ISD will also document that the parent, legal guardian or adult student acknowledged understanding and agreeing in writing to the carrying out of the activity for which his or her consent is sought (e.g., a full individual and initial evaluation). The consent will describe the activity and indicate which educational records, if any, will be released and to whom those records will be released.
- Notice and Consent by Email. JUDSON ISD may provide prior written notice via email if parent elects to receive the notice via email. JUDSON ISD may also obtain a parent's or a guardian's informed written consent for an evaluation by using a record and signature in electronic form that identifies and authenticates the person or guardian as the source of the consent and indicates the parent's or guardian's approval of the information contained in the electronic signature.
- If the parent, legal guardian or adult student does not provide consent for the initial special education evaluation, JUDSON ISD is relieved of its Child Find duty and its obligation to provide the student with a free appropriate public education pursuant to IDEA. However, JUDSON ISD reserves the right in its sole discretion to file a request for a special education due process hearing to override a lack of parental consent for such evaluation. Designated evaluation staff will provide the parent, legal guardian or adult student with a ready, willing, and able letter regarding JUDSON ISD's intent to complete the evaluation with parental consent, together with Notice of Proposal to Evaluate documenting JUDSON ISD's offer to

evaluate and the basis for the offer to evaluate and providing the parent or guardian with a copy of TEA's Procedural Safeguards Notice.

- Provide the parent, legal guardian, or adult student with prior written notice Services of JUDSON ISD's decision not to conduct an evaluation using Notice of Proposal or Refusal to Provide, if there is no evidence of a suspected disability or a suspicion that the student may require special education and related services.

If appropriate, the student may be referred to JUDSON ISD's Section 504 Coordinator or local campus designee for a potential Section 504 evaluation.

- **Prior Written Notice.** The school psychologist, diagnostician or SLP will prepare the Prior Written Notice (Notice of Proposal or Refusal to Provide Services), to include an explanation of why JUDSON ISD refuses to conduct an initial evaluation as well as a description of the information (assessments, records, reports or observations) that the district used as a basis for its refusal to evaluate. JUDSON ISD will provide this prior written notice by means reasonably designed to ensure that it is received by the parent, legal guardian or adult student, and document the fact that the notice was sent. This notice will be provided in a language that is understandable to the general public and also in the native language of the parent, unless it is clearly not feasible to do so.

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

CONTACT PERSON FOR SPECIAL EDUCATION INFORMATION

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

For additional information regarding special education please contact the Department of Special Education Services at (210) 945-5348.

SECTION 504 REFERRALS

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

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

Students suspected of having a disabling condition under Section 504 should be referred for an evaluation by a Campus Section 504 Committee. If needed, the 504 Committee will develop an accommodation plan under section 504 to ensure that their individual education needs are met as adequately as those of their non-disabled peers. These referrals should be directed to the student's Campus Section 504 Coordinator. If a student's Section 504 Committee determines that the student has a disability that may require specialized instruction to make progress in the general curriculum, or if the student continues to experience difficulty in the general education classroom even with the supports specified in a 504 accommodation plan, the Section 504 Committee should prepare a referral folder and submit it to the campus evaluation specialist (LSSP or educational diagnostician) for review to determine whether a full individual and initial evaluation is appropriate under the circumstances.

Students suspected to have dyslexia and related disorders will be referred for a Full Individual and Initial Evaluation (FIIIE) for special education and related services. If parent refuses to consent for a Full Individual and Initial Evaluation (FIIIE), JUDSON ISD will provide parent with Prior Written Notice, a copy of the Procedural Safeguards and a Ready, Willing, Able letter.

If the ARD Committee determines that a student identified as having dyslexia or a related disorder needs specially designed instruction as a result of dyslexia or a related disorder, the student will be referred to special education for direct dyslexia instruction, accommodations and modifications, as appropriate.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [*Talking Book Program*](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities. [*TEA's Dyslexia Handbook 2021 Update*](#) provides information about the state's dyslexia laws and guidelines for school districts to follow.

CONTACT PERSON FOR SECTION 504 REFERRALS

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the Campus 504 Coordinator or Campus Principal.

For more information regarding Dyslexia/504 please contact (210) 945-5304.

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process (<http://framework.esc18.net/display/webforms/landingpage.aspx>)
- Partners Resource Network (<http://www.partnerstx.org/>)
- Special Education Information Center (<http://www.spedtex.org>)
- Texas Project First (<http://www.texasprojectfirst.org/>)

NOTIFICATION TO PARENTS OF INTERVENTION STRATEGIES FOR LEARNING DIFFICULTIES PROVIDED TO STUDENTS IN GENERAL EDUCATION

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

STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME

If a student is receiving special education services at a campus outside their attendance zone due to specialized programs not available at their home campus, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus- if the grade level for the transferring student is offered on that campus.

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

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

STUDENTS WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504

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

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

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

[See a **Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH

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

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

STANDARDIZED TESTING

(Secondary Grade Levels)

SAT/ ACT TEST

Many colleges require either the ACT or the SAT for admission. Judson ISD offers all Grade 11 students to take the SAT and an opportunity is provided for Grade 12 students to take the ACT during the school day for free. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSIA (TEXAS SUCCESS INITIATIVE ASSESSMENT)

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS)

GRADES 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8

- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

FAILURE TO PERFORM SATISFACTORILY ON STAAR READING OR MATH

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parents.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns** and FNG(LOCAL).

STANDARDIZED TESTING FOR A STUDENT ENROLLED ABOVE GRADE LEVEL

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

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

STANDARDIZED TESTING FOR A STUDENT IN SPECIAL PROGRAMS

Certain students – some with disabilities and some classified as English learners – may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

PERSONAL GRADUATION PLAN – MIDDLE SCHOOL STUDENTS

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

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

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

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

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation**.]

FAILURE TO PERFORM SATISFACTORILY ON AN EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

USE OF CELL PHONE DURING STATE ASSESSMENTS, SAT, ACT, AND TSI STANDARDIZED TESTS

Students may not have a cell phone or any other electronic media devices in their possession while in the testing environment. If a student does have a cell phone or other electronic media devices, their test may not be scored, even if they have already turned in their test. Also, the cell phone or other electronic media device may be confiscated, and the student may be subject to further disciplinary action.

TELPAS (TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM)

TELPAS is a federally required assessment designed to evaluate the progress English Learners (ELL) make in becoming proficient in the use of English in academic settings. This assessment is given during the Spring for all students in grades K-12 who have been determined to be Limited English Proficient (LEP).

STUDENTS IN FOSTER CARE

(All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care). Please contact the district's foster care liaison, at (210) 945-5360 with any questions.

STUDENTS WHO ARE HOMELESS

(All Grade Levels)

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

The JISD Homeless Liaison provides services for students and families experiencing transition due to – loss of housing and/or financial hardship. The term “homeless” means: “individuals who lack a fixed, regular, and adequate nighttime residence.

If you, or someone you know, needs support, please direct them to the Judson ISD Homeless Liaison.

The Federal Programs and Grant Administrator supports campus principals and works with parents of students participating in Title I at risk programs.

For more information on services for students who are homeless, contact the district’s homeless education liaison at (210) 945-5360.

STUDENT SPEAKERS

(All Grade Levels)

The district provides students the opportunity to introduce the following school events: High school football games and other events designated by the principal of the school. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

A student who is eligible and wishes to introduce one of the school events listed above should submit their name to the campus principal during the first full week of instruction each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student counsel 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** 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 or 988.

SUMMER SCHOOL

(All Grade Levels)

Summer school information will be distributed in the spring semester. Call the Assistant Superintendent of Curriculum and Instruction for further information.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

(All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA. The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care as directed by the teacher.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS

(All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

Parents may request an inter-district (out of district) through the District Online Registration System. Transfer requests are reviewed and authorized by the campus principal.

Inter-district transfers may be revoked if the student does not remain in good standing –

transfer students must maintain the following standards:

- The student shall maintain the standards outlined in the program in which the student has been accepted and enrolled.
- The student shall comply with the district attendance standards and shall demonstrate academic progress that would earn promotion to the next grade level.
- The student shall be responsible for complying with the policies and rules in the JISD Student Code of Conduct and the school rules of the receiving campus and shall be subject to disciplinary consequences as established in the JISD Student Code of Conduct.

In the event of overcrowding at the receiving school, the neighborhood student shall be given priority in placement over the transfer student. Therefore, the district reserves the right to withdraw a transfer student based on the district's last-in-first-out procedure.

Inter-district transfers, once approved, must renew their requests for transfers every year. A student shall be allowed **only one transfer** by parent request during the school year. Transportation is **not** provided for transfer students.

For questions regarding Inter-district transfers please contact the receiving campus or the Department of Pupil Services at (210) 619-0342.

[See **Bullying** for other transfer options.]

TRANSPORTATION

(All Grade Levels)

SCHOOL-SPONSORED TRIPS

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-sponsored Field Trips**.]

BUSES AND OTHER SCHOOL VEHICLES

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students. Parent must Register their children for school to be eligible transportation. Then, parents must register their child for transportation by doing the following:

1. Accessing the Judson ISD Home page.
2. Click on Departments.

3. Click on Transportation.
4. Download Parent App.
5. Click on "BusQuest App- Parent Guide
6. Follow the steps provided.
7. Scroll down to use the link provided to register.

<HTTPS://ROUTING.APP-GARDEN.COM/JUDSONTX>

After following all steps, parents will receive by email their child's bus schedule. This may take up to two days.

Buses are now equipped with a new technology system in order to take student rider attendance. Students will use their ID badge or be issued a bus pass in order to swipe in and off the bus. Students riding the bus to and from school are expected to have their ID or bus pass every day for the AM and PM bus routes. Parents will be able to receive notices of bus location, student attendance on the bus, and changes of bus schedule or delays.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Department at (210) 945-1230. Students should be at their stop 5 to 10 minutes before pick up time and may experience 25 to 30 minutes delay due to traffic, weather, construction shortage of drivers. Notices will be sent to the Parent/Guardian's email from the school registration.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.

- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Recommended by the School Bus Standards of Safety and Conduct which states students must:

- Ride only the bus assigned to the route in which they reside.
- Be picked up and dropped off only at stops designated by the Routing Section.
- Be at their stop 5 minutes before the scheduled pickup time.
- Cross the street at least 15 feet in front of the bus when directed by a hand signal from the driver.
- Sit in assigned seats when directed by the bus driver/assistant. A student may not deny another student a seat.
- Obey the driver, bus assistant, and/or assigned door assistants during practice or an actual emergency.
- Obey the instructions of the bus driver/assistant. Disrespectful, inappropriate, abusive language or obscene gestures directed to the bus driver/assistant is prohibited. Unnecessary conversation or talking back to the bus driver/assistant is prohibited. Verbal abuse or obscene gestures directed to other students is prohibited.
- Not touch controls, switches, or other equipment. They should not sit in the driver's seat. The rear door emergency door and emergency exit windows may be opened only during an emergency evacuation of the bus.
- Not stand or change seats while the bus is in-route. Standing to exit before the bus is completely stopped and the door opened is prohibited.
- Keep their hands to themselves. Students must not hit, push, annoy, harass, or pick on other students. Scuffling, fighting, and other physical contact between students is prohibited.
- Keep all parts of their body inside the bus at all times.

- Not place their feet or lie down on the seats.
- Not eat or drink on the bus.
- Not spit on the bus or out the bus window.
- Keep the bus aisle clear at all times.
- Not damage or deface the inside or outside of the bus.
- Dispose of trash and other objects correctly. They will not be thrown on the floor, or the seats, or out of the bus.
- Not use any electronic device without earbuds.
- Not take pictures of students or employees without their approval.
- Not possess or use any form of tobacco on any district vehicle.
- Fasten seat belts if available.
- Wait for the driver.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended, or revoked.

Safety Violations are:

- Students carrying a weapon on the bus.
- Students fighting on the bus.
- Students refusing to sit in assigned seat and remain seated when the bus is moving.
- Students exiting the bus through the emergency back door, side windows, and the front passenger door when closed.
- Students throwing objects inside or outside of the bus.
- Students refusing to keep all parts of their body inside the bus.
- Students threatening a student or a driver with bodily harm.
- Students engaging in inappropriate or lewd behavior.
- Students engaging in destruction of property.
- Students using abusive language or gestures towards a student or driver.

A driver of district owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCOC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

The student and parents will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

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

VANDALISM

(All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

(All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or the Executive Director of Special Education, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video and Audio Record a Student when Not Already Permitted by Law.**]

VISITORS TO THE SCHOOL

(All Grade Levels)

GENERAL VISITORS

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors are required to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted. All visitors are required to obtain and wear a visitor badge upon arrival and during the visit to the campus or district site.

For the welfare of our students, staff cannot release students or allow student access to anyone without office authorization. Office authorization will be given only to parents and other adults listed as an emergency contact in the student portal system. It is the parents' responsibility to update the emergency information as changes occur.

[For video and other recording by parents or visitors to virtual or in-person classrooms. See **Consent to Video or Audio Record a Student when Not Already permitted by Law.**]

PROVISION OF THERAPY ON CAMPUS BY NON- JISD PRACTITIONERS

On occasion, community practitioners/ therapists request permission to see JISD student at school for therapy appointments or evaluations. This includes but is not limited to evaluations, counseling, clinical observations, psychotherapy, physical therapy, occupational therapy, speech therapy, etc.) Judson ISD does not allow non- school counselors, clinicians, therapists, psychologists, psychotherapists, occupation therapists, physical therapists, speech language pathologists, or other non- school practitioners to provide therapy services to students on school property due to concerns related to district, campus and individual liability, as well as loss of instructional time for students. Taking students out of class for therapy appointments on campus may result in negative outcomes, including the following:

- Disruption/loss of instruction,
- Inadvertent disclosure of confidential, personally identifiable student information (e.g., identification of specific students as recipients of therapy),
- Space and location concerns (offices are not available /potential violation of safety codes).

- Barriers to parent involvement in the student's therapy, discomfort for the student who must return to class after a therapy session,
- Demand from other practitioners/ therapists for equal time to provide services to students during the school day, liability issues, (criminal background check, credentials, etc.) and
- Attendance issues therapy (of any type) is an important clinical service.

Thus, Students and parents are encouraged to allocate sufficient time for involvement and full participation in outside clinical therapy. Given the issues noted above, student and parents are encouraged to schedule outside therapy appointments at the conclusion of the instructional/school day. Rarely, there are exceptions. Such may include, for example, court orders requiring certain services at school, collaboration between outside practitioner and District staff during the evaluation of a student with special needs, students with extenuating circumstances, etc. In such cases, the campus administrator or counselor can contact the Guidance and Counseling Director to discuss a coordinated response and plan of action.

UNAUTHORIZED PERSONS

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL). [See the Student Code of Conduct.]

VISITORS PARTICIPATING IN SPECIAL PROGRAMS FOR STUDENTS

BUSINESS, CIVIC, AND YOUTH GROUPS

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

CAREER DAY

On High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS

(All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact your student's campus for more information and to complete an application.

VOTER REGISTRATION

(Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL

(All Grade Levels)

To withdraw a student under 18 years old from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

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

GLOSSARY

Abuse is improper or excessive use.

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at their grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. In Texas, the admission, review, and dismissal (ARD) committee is responsible for making decisions about a child's special education program. The ARD committee is also known as the individualized education program (IEP) team in other states.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

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

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

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

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

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

CPS stands for Child Protective Services.

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.

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.

DFPS is the Texas Department of Family Protective Services.

Discretionary means that something is left to or regulated by a local decision maker.

DPS (Department of Public Safety) stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

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

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.

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:
 - c) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law.
 - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property.
 - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury.
 - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and

- e) Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

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 levels of academic achievement and functional 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.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after the student begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threat of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees or recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT is one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's

health education instruction, along with providing assistance with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. 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.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public-school districts.

Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

CHROMEBOOK 1:1 ACCEPTABLE USE POLICY

This is an agreement between the Parent/Student and District which defines policies, procedures, expectations and consequences for the use and care of the Chromebook and all applications and accounts issued by Judson Independent School District. The procedure outlines student responsibilities and understanding based on Device Ownership, Network Use, Chromebook Care, Educational Use, and Email Permissions. Review, acknowledgement and acceptance of this policy by parents/guardians is conducted through the registration process.

DEVICE OWNERSHIP

The Judson Independent School District is the sole owner of the Chromebook. A Chromebook will be provided to each student at Judson ISD for use during the academic school year. Devices will be allowed to leave school grounds as determined by campus administration. ***Chromebooks will be issued with a hard-shell protective cover. Removal of this cover voids any coverage of the device and the parent/student will be responsible for the full replacement value of the Chromebook.***

Student Responsibilities for device ownership:

- Chromebooks are the property of Judson ISD and is issued as part of the instructional materials for learning and testing.
- Students will store their Chromebooks in a safe place at their residence or a school provided storage cabinet to be charged overnight in preparation for the next instructional day.
- Loss, damage, or modification to the Chromebook that is not considered normal wear and tear will result in disciplinary action as it applies to misuse or damage to district property, and fines or fees as listed in the Chromebook Fee Schedule.
- All damages or malfunctions of the Chromebook will be reported as soon as possible to the teacher, administrator, or librarian.
- Removal of the protective case provided with the Chromebook will result in disciplinary action as it applies to misuse or damage to district property, and fines or fees as listed in the Chromebook Fee Schedule.

District-Issued Chromebook Status

District-issued Chromebooks may have one of the following statuses:

- Active: Chromebook is issued to the student.
- Lost: Chromebook is missing; a replacement fee will be charged to parent/guardian.
- Stolen: Chromebook has been stolen and must be reported.

Stolen Chromebook Reporting:

Theft must be reported to the JISD Technology Department within three (3) days and requires a police report or case number.

- On campus: Report to JISD Police Department & Campus Administration.
- Off campus: Report to local law enforcement & Campus Administration.

Failure to report and provide documentation within three days will result in the replacement cost being charged to parent/guardian.

NETWORK USE

Chromebooks use the Chrome operating system which is web-based and only runs the Google Chrome browser. Students will log into their Chromebook using a Judson Independent School District managed Google account. Students have no expectation of confidentiality or privacy with respect to any usage of a Chromebook or Judson Schools Google Account, regardless of whether that use is for school-related or personal purposes, other than as specifically provided by law. The school may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student Chromebooks and Google accounts at any time for any reason related to the operation of the school. By using a Chromebook and Judson Schools Google account, students agree to such access, monitoring, and recording of their use.

Student Responsibilities for Network Use:

- Students will only login to District issued devices with their Judson ISD issued credentials, or District issued Google account via the Judson Classlink Portal.
- Student will create, maintain, and not share their secure password for their accounts.
- Students Chromebook, Google account, Classlink Portal account, Office 365 account, are monitored and reviewed by Judson ISD even if the student is not at the school.
- Students will follow the Judson ISD Acceptable Use Policy as provided in the student handbook.

CHROMEBOOK CARE

Students are responsible for the general care of the Chromebook that has been issued by the school. Chromebooks are under warranty by Judson ISD. The warranty requires that the protective cover that the Chromebook is in remains intact and on the Chromebook at all times. Removal, alteration, or intentional damage to the protective case and/or the Chromebook voids the warranty, and the student/parent will be responsible for the full replacement value of the Chromebook as listed in the Chromebook Fees Schedule.

Chromebooks are part of the required materials for daily school operations and testing. Chromebooks that are broken or fail to work correctly must be reported to a teacher or administrator as soon as possible so that they can be taken care of properly. Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance. Chromebooks that are altered or repaired by any outside entity not affiliated with Judson ISD or its warranty services will void the warranty, and the student/parent will be responsible for the full

replacement value of the Chromebook as listed in the Chromebook Fee Schedule. Judson ISD will repair or replace damaged equipment resulting from normal use. Abuse or neglect of any district issued devices may result in damages that requires disciplinary actions or other accommodations for students concerning continued use of devices to support learning and testing, and the student/parent will be responsible for replacement costs as listed in the Chromebook Fee Schedule.

Student Responsibilities for Chromebook Care:

- ***Student will keep food and beverages away from Chromebook.***
- ***Students will not disassemble or alter the Chromebook in anyway, including removing or altering the District Identification Tags, drawing on or marking on the Chromebook in a temporary or permanent marking, or removing the protective case.***
- ***Keep the Chromebook and protective case free of personal stickers, labels, writings, drawings, or markings.***
- ***Keep the Chromebook clean of dirt, debris, oils, grease, and stickers.***
- ***Students will carefully insert and remove charging cords from the Chromebook and electrical sockets.***
- ***Chromebooks will be transported with the screen closed and not peripherals hanging out or connected to the Chromebook.***
- ***Chromebooks will be lifted by the base of the Chromebook and not the screen.***
- ***Pressure will not be placed on the Chromebook screen or on top of the Chromebook when the device is closed. This includes storing, cramming, or inserting items under the lid of the Chromebook.***

Students will ensure that nothing is on the keyboard or palm area of the Chromebook before closing the lid. (pens, pencils, earbuds, notebooks, food, candy, gum, etc.)

CHROMEBOOK FEE SCHEDULE

Damages	Average Cost
Replacing Chromebook	\$315.00
Chromebook returned without protective case	\$315.00
Replacement Chromebook Charger	\$25.00
Replacement Chromebook Protective Case	\$60.00
Significant scratches, cracks or other physical damage on top cover	\$50.00
Significant scratches, cracks or other physical damage on bottom cover.	\$45.00

Damage to keyboard or sides	\$25.00
Broken Hinges	\$100.00
Damage to screen	\$50.00
Damage around screen	\$25.00
Damage to any port (USB, Audio, Power, VGA)	\$10.00- \$250.00
Damage to battery	\$100.00
Damage to motherboard	\$250.00

****The pricing listed details the average costs for repairs, parts, and labor. Fees listed are not charged to students/parents for intentionally damaged devices. The usage fee described above covers the potential damage to devices.***

In case of theft, vandalism, or other criminal acts, a police report must be filed with the Judson ISD Police Department or with a local police station and a copy of the report is to be submitted to the Judson ISD and JTECH Office.

EDUCATIONAL USE

School-issued Chromebooks should be used for educational purposes and students are to adhere to the Acceptable Use Policy, and all the corresponding administrative procedures at all times. The school utilizes an Internet content filter in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks will have all Internet activity protected and monitored by the school. If an educationally valuable site is blocked, students should contact their teachers to request the site to be unblocked. Parents may request additional restrictions to their children's internet usage by contacting the principal and working with Technology to verify need based usage.

Student work will be stored in Internet/cloud-based applications and can be accessed from any computer with an Internet connection and most mobile Internet devices. Activity in the JISD Google account and Office 365 Accounts are monitored and filtered for appropriate content and use. Parents/Guardians are responsible for monitoring internet connections students utilize off school property.

Student Responsibilities of School-issued Devices:

- *Students will only use their school-issued devices, Chromebooks, and computers for activities, resources, websites, and programs that support classroom instruction or academic growth as a student.*
- *Peripheral devices including but not limited to headphones, cameras, or speaker will only be used when the teacher directs the student in class or for activities related to the classroom instruction.*
- *All works submitted will be done by the student and will not be plagiarized or otherwise violated any copyright, trademark or patent laws. If external works are used, the student must cite their sources.*
- *Students will inform the teacher if they find inappropriate material on their Chromebook that makes them feel uncomfortable or is disrespectful.*
- *Students will comply with all Acceptable Use Policies and usage.*
- *Students will immediately notify a teacher or administrator if they access content that is prohibited from Judson. Not reporting or purposefully accessing inappropriate or prohibited content will result in disciplinary actions.*

GMAIL POLICY

Student email can be a powerful communication tool for students to increase communications and collaboration. Students are encouraged to check their email at least once per day. Teachers may send email to their students to communicate reminders, course content, pose questions related to classwork, and other class related items.

Students may send email to their teachers with questions or comments regarding class or turn in an assignment. Students may send email to other students to collaborate on group projects and assist with school assignment.

Student Email Permissions: The Judson ISD student GMAIL system controls who email messages can be sent to and whom they can be received from. Students are encouraged to email staff concerning school related content and questions.

There will be no requirement or expectation for staff to answer student email outside of their regular workday, although, they certainly may if they choose. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment. General email guidelines for students are outlined in the District Student Acceptable Use Policy. Below is a student responsibility of guidelines related to email.

Student Responsibilities for GMAIL:

- *Students will use their email for school-related communications.*
- *Harassing, offensive, bullying, or other aggressive emails are prohibited and will result in disciplinary measures if discovered.*

- *Emails containing viruses, spyware, ransomware or other malicious content is prohibited. Students are required to alert a teacher or administrator if a harmful email is received.*
- *Spam or junk email sending is prohibited and will result in disciplinary action if discovered. In addition, Google may block the email or lock the account if the email is discovered as an account being used for this type of content.*
- *Cheating, promotion of cheating, and plagiarism is prohibited and will result in disciplinary action which may also affect academic grading.*
- *Students will only use the accounts they have been provided by the district. Use of another account may result in revocation of all technology privileges.*

Students who choose not to follow the guidelines listed in the Acceptable Use policy network user agreement and or Internet Safety rules will receive one or more of the following consequences.

Consequences for Misuse of Chromebook (may include, but is not limited to):

Chromebook Privileges Removed: Student's Chromebook privileges can be revoked at any time. Students may be allowed to use technologies provided in the classroom as appropriate. Revocation of Chromebook privileges does not excuse the student from the completion of schoolwork or testing required.

Network, Internet privileges or Google/Office 365 accounts suspended: Student's access to their Google, Internet or District Network accounts may be disabled. Revocation of network, internet or Google privileges does not excuse the student from completion of schoolwork or testing required.

Detention: Students may be assigned detention as a consequence of inappropriate behavior with the Chromebook. Detention may be held during lunch, free time, dances, or after school.

In-School Suspension: Students may be placed in the IN-School Suspension room during school hours as per the administrator's decision. Assignments will be gathered from their teachers as they will be monitored and expected to continue their classroom work during the assigned time.

Out of School Suspension: Students may be suspended from school as a consequence of behavior against district policy. The length of the suspension will be determined by the severity of the student's misconduct and prior incidents of misconduct. Administration reserves the right to determine the appropriate consequences.

Check-Out/Check-In Process for the Chromebook: To ensure that students are not held accountable for previous students wear and tear, students will document any wear and tear with a teacher or administrator. Parents will be notified as soon as concerns for any device are identified. The device usage/insurance fee may be paid at check-out for each student. Any outstanding device fees may be paid at check-out for each student.

2026-2027 JISD Eligibility Waiver Application
(only for students in "advanced courses")



Campus Name: _____ Sport: _____ (Yes) _____ (No) _____
(First Time Applicant)

Student Name (print) _____ ID # _____ Grade Level _____

Grading Period _____ (1st nine weeks, 2nd weeks, or 3rd nine weeks)

Number of Waiver Request: 1st Waiver 2nd Waiver 3rd Waiver 4th Waiver
(Max. of 2 per Semester)

The Eligibility Waiver Application must be filled out completely in order to apply for a waiver for UIL/Extracurricular participation. Eligibility Waiver Applications are only considered for "advanced courses" Please adhere to the following.

Application Guidelines

1. According to TEC §74.30, Eligibility Waiver Applications are only to be considered for courses identified as Honors courses such as Honors, UT OnRamps, Advanced Placement, and Dual Credit.
2. A student may only apply for an advanced course waiver if his/her failing grade in an Honors/UT OnRamps/AP/Dual Credit course is 60 or above.
3. A student may receive a maximum of two waivers per semester. **(One waiver = one course)**

Application Process

1. The Eligibility Waiver Application should be submitted to the Academic Dean/Principal, including a parent signature and phone number for verification purposes.
2. The Academic Dean/Principal **shall review and approve or deny** the Eligibility Waiver Application.
3. The Academic Dean/Campus Principal should email the waiver to their Campus Athletic Coordinator.
4. The Student **must** be notified if granted a waiver **prior to** participation in any UIL/Extracurricular activity.

Student & Parent Use Only: The student and parent must address the following areas in a separate attached letter (typed is preferred) addressed to the Academic Dean/Campus Principal:

- A. Reasons for failure
- B. Plans to improve grade

Student Signature (required): _____ Date: _____

Parent/Guardian Signature (required): _____ Phone: _____

Teacher Use Only: Grade/Average: _____ Course Name: _____

Teacher Comments and/or Suggested Student Improvement Efforts:

I support the student's application for this waiver (Yes) _____ (No) _____

Teacher signature (required): _____ Date: _____

Principal Use Only: Comments: _____

Principal signature (required): _____ Date: _____

Waiver (Granted) _____ (Denied) _____

File completed waiver at campus with Athletic Coordinator or Activity Sponsor and Principal.

JISD UIL Eligibility Calendar 2026-2027

END of GRADING PERIOD	END OF GRADING PERIOD	REGAIN/LOSE ELIGIBILITY	3 WEEK CHECK	REGAIN ELIGIBILITY	3 WEEK CHECK	REGAIN ELIGIBILITY
1 st Six Weeks	Friday, Sept. 18 <i>Grades Due 9/21/2026 - EOB</i>	Friday, Sept. 25	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX
1 st Nine Weeks	Thursday, Oct. 8 <i>Grades Due 10/13/2026 - EOB</i>	Thursday, Oct. 15	Friday, Oct. 30 <i>Grades Due 11/4/2026 - EOB</i>	Friday, Nov. 6	Monday, Nov. 30 <i>Grades Due 11/30/2026 - EOB</i>	Monday, Dec. 7
2 nd Nine Weeks	Friday, Dec. 18 <i>Grades Due 1/6/2027 - EOB</i>	Wednesday, Jan. 13	Monday, Jan. 25 <i>Grades Due 1/25/2027 - EOB</i>	Monday, Feb. 1	Tuesday, Feb. 16 <i>Grades Due 2/16/2027 - EOB</i>	Tuesday, Feb. 23
3 rd Nine Weeks	Friday, March 19 <i>Grades Due 3/22/2027 - EOB</i>	Friday, March 26	Monday, April 12 <i>Grades Due 4/12/2027 - EOB</i>	Monday, April 19	Monday, May 3 <i>Grades Due 5/3/2027 - EOB</i>	Monday, May 10

UIL REVIEWED 02/11/2026

Eligibility is lost or regained when the bell rings to dismiss students for the day.

All students are academically eligible during a school holiday of a full calendar week or more. Listed below are the periods that all JISD students are academically eligible for participation.

From the time the bell rings to dismiss class on Friday November 20th until the bell rings to resume class on Monday November 30th

From the time the bell rings to dismiss class on Friday, December 18th until the bell rings to resume class on Wednesday January 6th

From the time the bell rings to dismiss class on Friday March 5th until the bell rings to resume class on Monday March 15th

Winter 5-day Holiday Restriction: No Practice/Games December 23 - December 27