



August 2016

Dear Parents and Students:

Welcome to all returning students and to those who are new to Judson ISD in 2016-17.

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

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

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

We ask that parents sign and return the notices in the back of this book after reviewing the entire Handbook, especially the Student Code of Conduct. If there are any questions regarding information in this Handbook, parents may contact the school or the District's Office of Pupil Services at 619-0342.

Judson ISD is looking forward to a successful 2016-17 school year, and by working together we can all achieve our goals toward the success of all of our students.

Thank you for your support.



Vision Statement

Judson ISD is Producing Excellence!

Mission Statement

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

Table of Contents

Introductory Information

Judson ISD 2016-2017 Schools	5
Judson ISD 2016-2017 Board of Trustees and District Leadership	6
Preface	7

Section I: Parental Rights and Responsibilities 8

Parental Involvement	8
Parental Rights	9

Section II: District General Information and Requirements 17

Absences/Attendance	17
Academic Programs	21
Awards and Honors	21
Bullying	21
Career and Technical Education (CTE) Programs	22
Child Sexual Abuse and Other Maltreatment of Children	22
Class Rank	23
Class Schedules	23
College and University Admissions	24
College Credit Courses	24
Complaints and Concerns	25
Counseling	25
Course Credit	25
Dating Violence, Discrimination, Harassment, and Retaliation	26
Distance Learning	28
Distribution of Published Materials or Documents	29
Dress and Grooming	30
Electronic Devices and Technology Resources	35
English Language Learners (ELL)	38
Extracurricular Activities, Clubs, and Organizations	39
Fees	40
Fundraising	45
Gang-Free Zones	45
Grade Level Classification	45
Grading Guidelines	46
Graduation	49
Health Problems, Illness, and Injury	53
Homeless Students	56
Law Enforcement Agencies	57
Leaving Campus	58
Lost and Found	59
Non-Discrimination Statement	60

Non-Traditional Academic Programs	60
Pledge of Allegiance and Minute of Silence	60
Prayer	60
Promotion and Retention	47
Report Cards, Progress Reports, and Conferences	48
Safety	61
School Facilities	62
Searches	63
Section 504	64
Special Programs	64
Standardized Testing	65
Students in Protective Custody of the State	66
Student Speakers	66
Substance Abuse Prevention and Intervention	67
Suicide Awareness	67
Summer School	67
Textbooks, Electronic Textbooks, and Technological Equipment	67
Transportation	67
Vandalism	68
Video Cameras	68
Visitors to the School	69
General Visitors	69
Withdrawal Process from School	69
Section III: Student Code of Conduct 2016-2017	70
General Overview	70
Standards for Student Conduct	72
Discipline Considerations and Management Techniques	76
Disciplinary Alternative Education Program (DAEP) Placement	80
Expulsion	88
Glossary	94
Index	100
Acknowledgement Form	103
Options and Requirements for Providing Assistance to Student Who Have Learning Difficulties, or Who Need or May Need Special Education	105
2016-2017 Directory Information Notice	106
Student Information Release Form	107
Student Welfare Freedom from Bullying	109

Judson ISD
Schools
 2016-2017

Judson High School Jesse Hernandez, Principal 9142 F.M. 78 Converse, TX 78109 (210) 945-1100	JSTEM Dawn Worley, Director 9695 Schaefer Rd. Converse, TX 78109 (210) 945-1159	Crestview Elementary Yvonne Munoz, Principal 7710 Narrow Pass Live Oak, TX 78233 (210) 945-5111	Park Village Elementary Gregory Mihleder, Principal 5855 Midcrown Dr. San Antonio, TX 78218 (210) 653-1822
Karen Wagner High School Donald Stewart, Principal 3000 N. Foster Rd. San Antonio, TX 78244 (210) 662-5000	Secondary Alternative School Aida Nava, Principal 102 School St. Converse, TX 78109 (210) 619-0330	Franz Elementary Rodney Vigil, Principal 12301 Welcome Dr. Live Oak, TX 78233 (210) 655-6241	Paschall Elementary Julie May, Principal 6351 Lakeview Dr. San Antonio, TX 78244 (210) 662-2240
Veterans Memorial H.S. Christina Clark, Principal 7618 Evans Rd. San Antonio, TX 78266 (210) 619-0222	Judson Learning Academy La Tanya Baker, Principal Rolling Oaks Mall 6909 N. Loop 1604 E., #2010 San Antonio, TX 78247 (210) 651-4080	Elof Elementary Renee Royal, Principal 6335 Beech Trail Converse, TX 78109 (210) 661-1130	Rolling Meadows Elementary Erika Garza, Principal 17222 F.M. 2252 San Antonio, TX 78266 (210) 945-5700
Judson Middle School Liza Guerrero, Principal 9695 Schaefer Rd. Converse, TX 78109 (210) 357-0801	Judson Early College Academy Mike McFalls, Principal 8230 Palisades Drive Live Oak, TX 78148-3186 (210) 619-0200	Hartman Elementary David Garcia, Principal 7203 Woodlake Pkwy San Antonio, TX 78218 (210) 564-1520	Salinas Elementary Martin Silverman, Principal 10560 Old Cimarron Tr. Universal City, TX 78148 (210) 659-5045
Kirby Middle School Mary Duhart-Toppen, Principal 5441 Seguin Rd. San Antonio, TX 78219 (210) 661-1140	Candlewood Elementary Jerome Johnson, Principal 3635 Candleglenn San Antonio, TX 78244 (210) 662-6881	Hopkins Elementary Terry Combs, Principal 2440 Ackerman Rd. San Antonio, TX 78219 (210) 661-1120	Spring Meadows Elementary Courtney Morawski, Principal 7135 Elm Trail San Antonio, TX 78244 (210) 662-1050
Kitty Hawk Middle School Beverly Broom, Principal 840 Old Cimarron Trail Universal City, TX 78148 (210) 945-1220	Converse Elementary Mary Kay Tyson, Principal 6720 FM 1516 Converse, TX 78109 (210) 945-1210	Masters Elementary Ted Haynes, Principal 2650 Woodlake Pkwy Converse, TX 78109 (210) 945-1150	Woodlake Elementary Dr. Julia Battle, Principal 5501 Lakebend E. San Antonio, TX 78244 (210) 662-2220
Henry Metzger Middle School Tracey Valree, Principal 7475 Binz Engleman San Antonio, TX 78244 (210) 662-2210	Coronado Village Elementary Cynthia Davis, Principal 213 Amistad Universal City, TX 78148 (210) 945-5110	Miller's Point Elementary Barbara Smejkal, Principal 7027 Misty Ridge Converse, TX 78109 (210) 945-5114	
Woodlake Hills Middle School Daniel Brooks, Principal 6625 Woodlake Parkway San Antonio, TX 78244 (210) 661-1110	Copperfield Elementary Gerrie Spellmann, Principal 7595 East Loop 1604 N. Converse, TX 78109 (210) 619-0460	Olympia Elementary Dr. Terri Le Bleu, Principal 8439 Athenian Universal City, TX 78148 (210) 945-5113	

Board of Trustees

Mr. Steve Salyer

Board President

Dr. Melinda Salinas

Board Vice President

Ms. Renee Paschall

Board Secretary

Mr. Gilbert Flores

Trustee

Mr. Richard LaFoille

Trustee

Mr. Jose Macias

Trustee

Mr. Arnoldo Salinas

Trustee

District Leadership

Dr. Carl Montoya

Superintendent of Schools

Ms. Elida Bera

Associate Superintendent of Administration

Dr. Milton Fields, III

Assistant Superintendent of Operations

Mr. Jose Elizondo

Chief Financial Officer

Mr. Jesse A. Cortinas

Chief Technology Officer

Ms. Irma Hernandez

Chief Human Resources Officer

Mr. Joe Gonzalez

Executive Director of Student Support Services

Ms. Tori Austin

Executive Director of Curriculum & Instruction

Ms. Debbie Grady

Executive Director of K-5 Schools

Dr. Nereida "Nellie" Cantu

Assistant Superintendent of Post-Secondary Education & Career Readiness

Mr. Steve Linscomb

Director of Communications

PREFACE

To Students and Parents:

Welcome to school year 2016-2017! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Judson ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into three sections:

Section I - PARENTAL RIGHTS AND RESPONSIBILITIES—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II - OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

Section III – STUDENT CODE OF CONDUCT

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Judson ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found in Section III of this handbook.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

If you or your child has questions about any of the material in this handbook, please contact the school or the District’s Pupil Services Department at 619-0342.

Also, please complete and return to your child’s campus the Parental Acknowledgement Form included in this handbook:

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review online at www.judsonisd.org.

SECTION I:

PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Judson ISD Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of 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 of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 25.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call your student's campus for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 48.]
- Becoming a school volunteer. [For further information, see policy GKG (LEGAL) and **Volunteers** on page 69.]
- 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 policy BQA and BQB, and contact the Curriculum Department.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other issues. [See policies BDF, EHAA, FFA and information in this handbook at School Health Advisory Council on page 55.]

- 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 wellbeing.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

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:

- Candlewood Elementary
- Converse Elementary
- Crestview Elementary
- Eloff Elementary
- Franz Elementary
- Hopkins Elementary
- Mary Hartman Elementary
- Miller’s Point Elementary
- Park Village Elementary
- Paschall Elementary
- Spring Meadows Elementary
- Woodlake Elementary
- Kirby Middle School
- Metzger Middle School
- Woodlake Hills Middle School

For more information about the programs on these campuses that are funded with federal funds, please contact the campus principal.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF (LEGAL).]

“Opting Out” of Surveys and Activities

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed under **Obtaining Information and Protecting Student Rights**, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

Inspecting Surveys

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child (Professional School Counseling Needs Assessments Forms are available for review on the counseling homepage at judsonisd.org or upon request).

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a 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 to your child. [Also see **Removing a Student from Human Sexuality Instruction** on page 11 for additional information.]

Displaying a Student’s Artwork, Projects, Photos, and Other Original Work

Teachers may display students’ work in classrooms or elsewhere on the campus as recognition of student achievement. However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, and the likes on the district’s web site, in printed material, by video, or by any other method of mass communication. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;

- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- With respect to media coverage, although state law does not require school districts to do so, it is the policy of this district to require parental consent before video or audio recordings.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Removing a Student Temporarily From the Classroom

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

Removing a Student from Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal or designee for additional information. [See policy EHAA]

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 60 and policy EC (LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

Requesting Limited or No Contact with a Student Through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class with information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

Teachers and other approved employees may also contact a student individually through electronic media to communicate school-related information.

If you prefer your child not receive any individual electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

Requesting Notices of Certain Student Misconduct

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

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance. [See **Bullying** on page, 21 policy FDB and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]
- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a 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 that assault. [If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.]

Requesting Classroom Assignments for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB (legal).]

Parent of Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB (LOCAL).]

Request for the Use of a Service Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

Providing Assistance to Students Who have Learning Difficulties or Who Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the Special Education Department to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention. The implementation of Response to Intervention has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report

within 60 calendar days of the date the district receives the written consent. The district must give a copy of the evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, A Guide to the Admission, Review, and Dismissal Process.

The following web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is the school counselor.

Notice of Procedural Safeguards-Rights of Parents of Students with Disabilities

The designated department to contact regarding options for a child experiencing learning difficulties or a referral for evaluation or special education services is the Special Education Office at (210) 945-5100. Parents/students requesting Section 504 services and support may contact (210) 945-5230.

Parents of Students Who Speak a Primary Language Other than English

A student may be eligible to receive specific instruction if his or her primary language is not English. If the student qualifies for second language acquisition services, the Language Proficiency Assessment Committee (LPAC) will determine the types of program the student needs, including linguistic accommodations related to classroom instruction, local assessments, and state-mandated assessments.

Accommodations for children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>

www.judsonisd.org/district/instruction/GuidanceandCounseling

Student Records

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

For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education.

You may review your child’s student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling meeting log,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.
- Teaching materials and tests used in your child’s classroom.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s educational records.
Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, 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.
- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluation programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release 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 or superintendent is custodian of all records for currently enrolled students at the assigned school. The principal or superintendent is the custodian of all records for students who have withdrawn or graduated.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides 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 these records. The address of the superintendent's office is 8012 Shin Oak Drive, Live Oak, Texas 78233-2457.

The addresses (es) of the principals' offices are: listed on page 5 of this handbook.

A parent (or eligible student) may inspect the student's records and request a correction 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 principal or superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record 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 the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See Finality of Grades at FNG (LEGAL)]

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available on the district's web site at www.judsonisd.org.

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

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information

Certain student information is considered "directory information" and under the Texas Public Information Act will be released to anyone who follows procedures for requesting the information unless the parent objects to the release of the directory information about the student. Judson Independent School District has designated the following information as directory information:

- A student's name
- Address
- E-mail address
- Telephone number

- Grade level
- Enrollment status
- Date and place of birth
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Awards received in school
- Most recent or previous school attended by a student

If you do not want the Judson Independent School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. To facilitate this JISD requires all parents/guardians to choose a "release code" using the Directory Information form.

SECTION II:

IMPORTANT INFORMATION AND REQUIREMENTS FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the Pupil Services Department at (210) 619-0342.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education – to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws – one dealing with compulsory attendance, the other with attendance for a student’s final grade or course credit – are of special interest to students and parents. They are discussed below.

Compulsory Attendance

State law requires that a student between the ages of six and 18 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.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 19 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Students enrolled in prekindergarten or kindergarten are required to attend school.

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

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

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
- Mental health or therapy appointments; or
- Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences.

As listed in Section I at Accommodations for children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 13 for that section.

Failure to Comply with Compulsory Attendance

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

Truancy Prevention/Intervention Measures

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

unexcused absences in a six month period, a student and parent/guardian may be referred for legal action.

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

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or

For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense.

[See policy FEA (LEGAL).]

Attendance for Credit or Final Grade

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

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed on page 17 under **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

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

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day during second period.

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

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

Documentation after an Absence

When a student is absent from school, the student-upon arrival or return to school- must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor, health clinic or licensed healthcare professional verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor, health clinic or licensed healthcare professional verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC (LOCAL).]

Verification of Enrollment (VOE) for TDL Application

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

Tardiness

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

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

- Warning/Conference
- Referral to Counselor/Social Worker
- Teacher contacts parent.
- Student referred to office.

- Letter sent to the parent.
- Student with perfect attendance and excessive tardies will not be recognized at the Honor Assemblies.
- Parent will be required to contact the school and attend a mandatory conference with the Principal or designee.
- Student’s ability to participate in extra-curricular activities such as chorus, Safety Patrol, etc., may be affected.
- Student’s conduct and/or effort grade(s) may be lowered in the subject(s) missed.
- Students on out-of-area transfers will be returned to home campus.
- Students on intra/inter district transfers will be returned to home campus.

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

ACADEMIC PROGRAMS

The professional school counselor provides students and parents’ information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 25 of this handbook and policy at EIF.]

AWARDS AND HONORS

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

Secondary

- “A” Honor Roll – All “A’s” in all subjects with no “unsatisfactory” or no more than two “needs improvement” in citizenship grades.
- “A” and “B” Honor Roll – All “A’s” and “B’s” in all subjects with no “unsatisfactory” or no more than two “needs improvement” in citizenship grades.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or –related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student’s property,
- Places a student in fear of physical harm or of damage to the student’s property, or
- Is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods called cyberbullying.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parent of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

[Also see **School Safety Transfers** on page 12.]

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

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

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The District provides developmentally appropriate career opportunities for all students. Through participation, students will acquire skills and competencies essential to success in the workforce and post-secondary education. Curriculum combines rigorous academics with relevant career education that incorporates the College Readiness standards, personalized learning environments, academic and social supports, relevant teaching and learning designed to promote postsecondary success, and effective leaders.

Opportunities are provided that identify the relationship between skills taught in the classroom and skills required for the workforce. These opportunities are voluntary and include college/career readiness, professional communications, hands-on laboratory and internship experiences. Activities or resources may include: career fairs, classroom presentations, field trips, research, business/industry tours, and appropriate job shadowing and internship experiences.

Career guidance is provided to help students plan their educational experience based on their career goals and 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.

Judson ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 60 for additional information regarding the districts efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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

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

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id+2820>

<http://savn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK

Rank in Class

Class standing is calculated after the 5th, 6th, and 7th semester and at the end of the 4th 9 weeks of the senior year. Students are ranked by their cumulative grade average. 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.

Valedictorian and Salutatorian

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

- A student shall have been enrolled in the District high school by the end of the first semester of the year prior to the graduation year.
- A student shall not have been assigned to a disciplinary alternative education program nor have been expelled during the student's high school career.
- A student shall complete all district and state requirements for a diploma.

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

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

[For further information, see board policy EIC].

CLASS SCHEDULES

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

Students must submit a request for class schedule change in writing (with signed parent authorization) to the counselor. Student schedules may be modified due 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

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advance/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through independent holistic review process.

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

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

[See also **Class Rank** on page 23 for information specifically related to how the district calculates a student's rank in class].

COLLEGE CREDIT COURSES

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- 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 the following institution in the district: JECA and certain CTE courses.

Note that if a student wishes to enroll in a community college course at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses of this type.

All of 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, an end-of-course assessment may be required for graduation.

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

COMPLAINTS AND CONCERNS

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

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the appropriate department administrator. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a professional school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Beginning in the fall, through early spring, students in grades 5-11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the school counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Guidance Curriculum and Small Group Counseling

The professional school counselor will offer guidance curriculum to all students in Judson ISD. Guidance lessons will include topics addressing, but not limited to: self-knowledge and acceptance; interpersonal and communication skills; responsible behavior; conflict resolution; decision making; motivation to achieve; goal setting; and college and career planning.

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

Personal Counseling

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

[Also see **Substance Abuse Prevention and Intervention** on page 67 and **Suicide Awareness** on page 67.]

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

A student in grades 9-12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is

70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Credit by Exam – If a Student Has Taken the Course

A student who has previously taken a course or subject – but did not receive credit for it – may, in circumstances determined by the principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

A student who has lost credit due to excessive absences is not eligible for credit by exam unless it is approved by the Attendance Review Committee.

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

Credit by Exam – If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees. The dates on which exams are scheduled during the 2015-2016 school year will be published in appropriate district publications and on the district's web Site.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam or a score designated by the state for an exam that has alternate scoring standards. A student may take an exam to earn 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 course sequence, the student must complete the course.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam 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.

If a student plans to take an exam, the student (or parent) must register with the Counseling office no later than 30 days prior to the scheduled testing date. The district may deny a request by a parent or student to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. The dates on which exams are scheduled during the 2015-2016 school year include:

Date Scheduled:

Saturday: March 4, 2017 (Registration deadline, Friday, January 20, 2017)

Wednesday-Friday: June 14, 15, 16, 2017 (Registration deadline, Friday, May 19, 2017)

Wednesday-Friday: July 19, 20, 21, 2017 (Registration deadline, Thursday, June 8, 2017)

[For further information, see policy EHDC (LOCAL).]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to

avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

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

Sexual Harassment and Gender-Based Harassment

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

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

Examples of prohibited 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.

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

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs,

or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

In the event prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

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

DISTANCE LEARNING

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 39.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. The requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor: Unless an exception is made by the principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

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

The school newspaper and the yearbook are available to students.

Non-school Materials...From Students

Students must obtain prior approval from the principal before posting, circulating, or distributing more than [number listed at FNAA(LOCAL) that defines distribution] copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal will designate the location for approved non-school materials to be placed for voluntary viewing by students. [See policy FNAA]

A student may appeal decision in accordance with policy FNG (LOCAL). Any student who posts 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.

Non-school Materials...From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal or designee for prior review. The principal or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

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 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

Dress and Grooming/Pre-K – 5thGrade

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 in grades Pre-K through 5.

ADMINISTRATORS HAVE THE RESPONSIBILITY TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING EXPECTATIONS FOR THE SCHOOL SETTING.

Tops:

- Any shirt with a finished neckline.
- T-shirts that are not deemed offensive.

Bottoms:

- Pants, slacks, jeans, capris, skirts, skorts, dresses and walking shorts (Capri pants are defined as those pants that start at the waistline with length extending to and between the calf and ankle).
- Pants must fit at the waist and be properly hemmed or cuffed at or below the ankle, but not dragging the ground ("slicing" or "ragging" not allowed).
- Walking shorts, skirts, dresses and skorts must be knee length or longer.

Note:

Overalls, zip off pants, oversize clothing, exercise wear, and any other item the principal may deem inappropriate may not be worn. Additionally, the clothing must conform to the following dress code:

Outerwear:

- JISD school letter jackets are allowed.
- The hood of any clothing apparel is restricted to outdoor wear.
- No full length jackets/coats such as those commonly referred to as "trench" coats or "dusters" $\frac{3}{4}$ length (or less) jackets/coats are acceptable.
- May not be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction as deemed inappropriate by school administration.

Hair:

- Must be neat, clean and well groomed.
- No type of head covering, cap or hat, hair rollers or long-handled combs may be worn inside the building.
- Sideburns must be kept neatly trimmed and must not extend below ear level or flare at the bottom.
- Symbols and/or styles which are identified with gang membership, affiliation or representation shall not be allowed.
- Extreme hairstyles cannot be a distraction to the educational process.
- Notched eyebrows are prohibited.

Shoes:

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

Miscellaneous:

- New students enrolling in Judson ISD will be provided a grace period up to five (5) calendar days to comply with the dress code.
- Tattoos that are inappropriate or gang related must be covered at all times.
- Revealing or excessively tight garments (tops, stretch pants and leggings) are prohibited.
- Accessories with inappropriate decorations or advertisements are prohibited. This includes but is not limited to, any item that depicts the occult, sex, gang membership, death, suicide, violence, drugs or alcohol.

The Following Items are prohibited:

- Sunglasses and hairnets.
- Garments that have holes worn or torn in them.
- Halter tops, exposed midriffs, strapless and/or low cut tops that expose breasts or cleavage, exposed backs, spaghetti straps and see-through clothing are not permitted. (undergarments shall not be visible or exposed)
- Heavy chains, spiked jewelry, heavy chain necklaces or other inappropriate types of jewelry/items.
- Glitter, tattoos, and writing/drawing on the face or skin.
- Earrings may be worn in the ear only. Nose rings, lip rings, tongue piercing rings, or any other visible body piercings are prohibited.
- Grills
- Bandanas of any kind color or pattern.
- Clothing that promote violence or reflect gang activity are prohibited. Clothing that is considered offensive, inflammatory or disruptive to the learning environment are prohibited. This prohibition includes, but is not limited to, inappropriate advertising or statements that are offensive or inflammatory, alcoholic beverages, profanity, sex, tobacco, drugs, gangs, guns and other weapons, excessively violent or gory imagery, and the promotion of violence and death.
- Pajamas
- Revealing or excessively tight garments (tops, stretch pants, leggings, jeggings and yoga pants) are prohibited.

Dress and Grooming/6th – 8th Grade

The district has certain dress and grooming criteria that must be adhered to by students. These dress and grooming standards are intended to encourage good grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards and teach respect for authority.

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 Independent School District has established dress code requirements for students in grades 6 through 8.

ADMINISTRATORS HAVE THE RESPONSIBILITY TO DETERMINE APPROPRIATENESS OR ATTIRE AND GROOMING EXPECTATIONS FOR THE SCHOOL SETTING, AND TO ENFORCE THE DRESS AND GROOMING STANDARDS THAT ARE ESTABLISHED FOR DISTRICT STUDENTS.

Tops:

- Any shirt with a finished neckline.

- Must be appropriately buttoned.
- Must have a finished neckline.
- Must be appropriately sized in the shoulders, sleeves and length. Backless and see through items are prohibited.
- May be long or short sleeved. Tank tops/muscle shirts are prohibited unless worn over a shirt that meets the dress code.
- May not be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction as deemed inappropriate by school administration.
- T-shirts that are not deemed offensive.

Bottoms:

- Slacks, jeans, walking shorts, skirts, dresses, or jumpers are acceptable.
- Pants must fit at the waist and be properly hemmed or cuffed at or below the ankle, but not dragging the ground (“slicing” or “ragging” not allowed).
- May not be worn in any way that reflects gang affiliation, conceals contraband, or creates a distraction (“sagging” not allowed).
- Sweatpants, jogging pants, wind suits, warm-ups, overalls, coveralls, or athletic shorts are prohibited.
- Walking shorts, skirts and skorts must be knee length or longer.
- The top of any side, back or front slit must also be clearly below mid-thigh.
- Capri pants may be worn (as defined by those pants that start at the waistline with length extending to and between the calf and ankle).
- Boxers, pajamas, or other sleepwear is prohibited.
- Torn or ripped clothing above the knee is prohibited.

Outerwear:

- JISD school letter jackets are allowed.
- The hood of any clothing apparel is restricted to outdoor wear.
- No full length jackets/coats such as those commonly referred to as “trench” coats or “dusters” ¾ length (or less) jackets/coats are acceptable.
- May not be worn in any way that reflects gang affiliation, conceals contraband or creates a distraction as deemed inappropriate by school administration.

Hair:

- Must be neat, clean and well groomed.
- No type of head covering, cap or hat, hair rollers or long-handled combs may be worn inside the building.
- Sideburns must be kept neatly trimmed and must not extend below ear level or flare at the bottom.
- Symbols and/or styles which are identified with gang membership, affiliation or representation shall not be allowed.
- Extreme hairstyles cannot be a distraction to the educational process.
- Notched eyebrows are prohibited.

Shoes:

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

Miscellaneous:

- New students enrolling in Judson ISD will be provided a grace period up to five (5) calendar days to comply with the dress code.
- Revealing or excessively tight garments (tops, stretch pants and leggings) are prohibited.
- Accessories with inappropriate decorations or advertisements are prohibited. This includes but is not limited to, any item that depicts the occult, sex, gang membership, death, suicide, violence, drugs or alcohol.

The following items are prohibited:

- Sunglasses and hairnets.
- Garments that have holes worn or torn in them.
- Halter tops, exposed midriffs, strapless and/or low cut tops that expose breasts or cleavage, exposed backs, spaghetti straps and see-through clothing are not permitted. (undergarments shall not be visible or exposed)
- Heavy chains, spiked jewelry, heavy chain necklaces or other inappropriate types of jewelry/items.
- Glitter, and writing/drawing on the face or skin.
- Tattoos that are inappropriate or gang-related must be covered at all times.
- **Earrings may be worn in the ear only.** Nose rings, lip rings, tongue piercing rings, or any other visible body piercings are prohibited.
- Grills
- Bandanas of any color or pattern.
- Clothing that promote violence or reflect gang activity are prohibited. Clothing that is considered offensive, inflammatory or disruptive to the learning environment are prohibited. This prohibition includes, but is not limited to, inappropriate advertising or statements that are offensive or inflammatory, alcoholic beverages, profanity, sex, tobacco, drugs, gangs, guns and other weapons, excessively violent or gory imagery, and the promotion of violence and death.
- Pajamas
- Revealing or excessively tight garments (tops, stretch pants, leggings, jeggings and yoga pants) are prohibited.

Dress and Grooming/ 9th-12th Grade

The district has certain dress and grooming criteria that must be complied with by students. These dress and grooming standards are intended to encourage good grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards and teach respect for authority.

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 Independent School District has established dress code requirements for students in grades 9 through 12.

ADMINISTRATORS HAVE THE RESPONSIBILITY TO DETERMINE APPROPRIATENESS OR ATTIRE AND GROOMING EXPECTATIONS FOR THE SCHOOL SETTING, AND TO ENFORCE THE DRESS AND GROOMING STANDARDS THAT ARE ESTABLISHED FOR DISTRICT STUDENTS.

- Any shirt with a finished neckline.
- Must be appropriately buttoned.
- T-shirts with that are not deemed offensive.
- Must have a finished neckline.
- Jeans (no holes above the knee)
- All shorts, skirts and dresses must be knee length or longer, to include basketball and/or athletic shorts
- Warm-ups
- Sweats (must fit appropriately)
- Any T-shirt that is not offensive – t-shirts cannot have anything related to drugs, gangs, alcohol, sex, ammunition... Principal's discretion.
- Sandals are acceptable
- Shirts do not have to be tucked in – but should be no longer than around the hips

The Following Items are prohibited:

- Shoes with wheels
- House shoes, shower shoes, or slides
- Sagging (no visible undergarments)
- Sleeveless shirts
- Inappropriate facial piercings or tattoos
- Bandanas, flags, or gang related attire
- No type of head covering, cap or hat, hair rollers or long-handled combs may be worn inside the building.
- Halter tops, exposed midriffs, strapless and/or low cut tops that expose breasts or cleavage, exposed backs, spaghetti straps and see-through clothing are not permitted. (undergarments shall not be visible or exposed)
- Clothing that promote violence or reflect gang activity are prohibited. Clothing that is considered offensive, inflammatory or disruptive to the learning environment are prohibited. This prohibition includes, but is not limited to, inappropriate advertising or statements that are offensive or inflammatory, alcoholic beverages, profanity, sex, tobacco, drugs, gangs, guns and other weapons, excessively violent or gory imagery, and the promotion of violence and death.
- Pajamas
- Revealing or excessively tight garments (tops, stretch pants, leggings, jeggings and yoga pants) are prohibited.

Identification Badges

Mandatory Grades 6-12

ID's will be worn and appropriately displayed at all times during the school day and at all school functions. ID's are not to be defaced or have any items placed on the front or the back. Each student will be issued a plastic ID card. The first

ID card is issued free. **A charge of \$5.00 will be made for replacement cards.** This card must be presented to school officials upon request for identification. Students may be asked to produce ID cards in order to purchase tickets to school events, to be admitted to a student function, and to vote in student elections. Students who are unable to produce their ID will be subject to disciplinary action.

Co-curricular/Extra Curricular Dress & Grooming

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

Possession and Use of Personal Telecommunication Devices

For safety purposes, the district permits students to possess personal mobile telephones and other electronic devices. However, these devices must remain turned off during the instructional day unless they are being used for approved instructional purposes. The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

Principals will determine guidelines for teachers to utilize electronic devices in the instructional setting. If a student uses a telecommunication or electronic device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunication or electronic device from the JISD campus administration for a fee of \$15.

Confiscated telecommunication devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunication or electronic device may be searched by authorized personnel. [See **Searches** on page 63 and policy FNF.]

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

Bring Your Own Device (BYOD)

In some cases, teachers may find it beneficial and encourage students to use personal telecommunication or other personal electronic devices for instructional purposes while on campus. Students must have prior approval from the teacher before using personal telecommunication or other electronic devices for instructional use. When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, when it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will

be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Computer Resources

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of the computer resources are restricted to students working under a teacher's supervision and for approved educational purposes only. In signing the Acknowledgement Form at the end of the student handbook, 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 from all Judson ISD computers. Students are allowed, at the discretion of the administration and teaching staff, to bring their own wireless devices to utilize the Judson ISD guest wireless network for instructional purposes.

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

Children's Online Privacy Protection Act (COPPA)

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

Technology Usage

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

Students will be held responsible at all times for appropriate use of their accounts.

Judson ISD's services may not be used for any 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).
- Engage in activities which waste Judson ISD's resources – people, networks, computers and financial. (i.e.: accessing sites or engaging software that is not directly related to curriculum and instruction, accessing streaming music or video).

- Engage in activities, which cause or are liable to cause disruption or denial of services to other users (i.e.: introducing or attempting to introduce a virus, worm, Trojan or Spyware onto the network).
- Access, create, or transmit offensive or obscene material, or engage in activities, which would cause offense to others on the grounds of race, creed or sex (i.e.: downloading or accessing “hate” sites, downloading or accessing material which contains sexual content).
- Access, create, or transmit material, which is defamatory or designed to cause annoyance, inconvenience or needless anxiety to others (For example, cyberbullying, and hate mail).
- Access, create, or transmit material, which infringes the copyright of another person or organization (i.e.: plagiarism of electronic material or graphics including music downloads).
- Access, download, or install software of any type on Judson ISD computing devices (i.e.: freeware, shareware, utilities, drivers).
- Engage in activities which infringe the proprietary rights of software (i.e.: installing software on a computer system).
- Engage in activities, which compromise the privacy of others.
- Engage in activities, which would destroy the integrity of computer-based information.
- Seek personal or commercial gain (i.e.: attempting to download or access music or movies with the intent to sell, accessing commercial auction sites for non-educational purposes).
- Inflict damage on Judson property.
- Remove Judson property from its assigned location.
- Connect personal computing devices to the Judson ISD wired network.
- Access storage devices without prior permission.
- Bypass or attempt to bypass the Judson ISD content filtering system.

Computer and/or Internet Use

Offenses and Consequences

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

1st Degree Offenses

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

Consequences

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

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

2nd Degree Offenses

- Sending, displaying, or accessing offensive messages, sexually explicit pictures, or web sites.

- Using obscene language.
- Downloading, installing, or attempting to install software or files (i.e. installing games).
- Accessing or attempting to gain access to another user's password or account.
- Giving a password or account to another user.
- Violating copyright laws, or engaging in plagiarism.

Consequences

A student, parent, teacher, and administrator conference will be required to assess and correct the problem. Additionally, the student will be disciplined, as determined by campus administration, for violation of any 2nd degree offense. Further the student/parent will be held financially responsible for any necessary repairs.

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

3rd Degree Offenses

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

Consequences

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

Habitual 1st or 2nd degree offenses can result in a 3rd Degree Offense consequence

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

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

Internet Usage Acknowledgement Form

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

ENGLISH LANGUAGE LEARNERS (ELL)

A student needing second language acquisition services is entitled to receive focused instruction from a certified Bilingual or ESL teacher. To determine whether the student qualifies for services, the Language Proficiency Assessment Committee (LPAC) convenes after the student enrolls and the required English proficiency tests are administered. The student's parent must provide their consent in writing to any services recommended by the LPAC.

In order to determine a student's level of English proficiency, the LPAC will use information from the state approved assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will recommend the appropriate program and linguistic instructional accommodations. The student's academic and English

language progress is formally reviewed once a year after the state assessment results are received by the district. If the LPAC determines that the student has met exit or reclassification criteria, then the student is recommended to exit the program.

The LPAC will also determine whether certain linguistic accommodations are necessary for any state-mandated assessments. The Texas English Language Proficiency Assessment System (TELPAS) will be administered to all ELL students who qualify for services.

If an ELL student receives special education services, then the ARD/LPAC committee will collaborate to make linguistic and academic decisions for the student.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation** on page 67.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) – a statewide association overseeing interdistrict 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. [See <http://www.uil texas.org> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class – other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English – may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may only practice or rehearse if the activity is part of their academic schedule, for credit
- A student is allowed in a school year up to **10** absences not related to post-district competition, a maximum of **5** absences for post-district competition prior to state, and a maximum of **2** absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Steroids

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

Body building, muscle enhancement, or the increase of muscle 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 competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL web site at: <http://www.uil texas.org>

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 local 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 may include but are not limited to: Student Council, Class Officers, National Honor Society, etc.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student 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.
- Student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).
- Students who wish to park on school property must obtain a parking sticker for a fee of \$10.00. A parking sticker is valid for the registered car only and permits the student access to campus parking for one school year. Students that violate parking regulations are subject to the following consequences;
 1. Warning notices
 2. Formal police reports
 3. Possible fines
 4. Towing

(Consequences are dependent on the nature of the infraction.)

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

2016-2017 Middle School Student Fees

An explanation of the following fees may be obtained from the students home campus.

- Art \$5.00
- Band- \$100.00
- Cheer- \$680.00 Optional fee \$275 – for less fortunate students
- Chess Club- \$5.00
- Choir- \$25.00
- Community Service Club- \$5.00 – Kitty Hawk Help Club \$15.00 – Kirby MS Heritage Club \$20.00
- Drama Club- \$20.00
- Hip/Hop Dance Club (JMS Only-) \$30.00
- History/Geography Club- \$15.00
- International Language Club- \$5.00
- National Junior Honor Society-\$5.-15.00 (Membership Fee) \$3.00 Induction fee
- Never Been Absent Club (NBA) (KHMS only)- \$15.00
- Orchestra- not to exceed \$200.00
- Pep/Spirit Squad- \$50.00
- Photography Club- \$20.00
- Southwest Texas Academic Literary league (STALL)- \$20.00
- Spanish Club-\$15.00
- Step Club-\$15.00
- Student Council- \$15-25.00
- Student ID Replacement- \$5.00

Athletic Fees

- Lost Lock Fee- \$10.00

High School Athletics

- Judson– No Mandatory Fee, Optional Items: \$10.00 T-shirt/shorts set
- Veterans Memorial –No Mandatory Fee, Optional Items: T-shirts \$10.00, Shorts \$10.00, Game Day Shirt \$22.00
- Wagner – No Mandatory Fee, Optional Items: T-shirt/Shirts \$18.00, Varsity Game Shirt \$20.00

Cross Country

- Judson Boys– No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00
- Judson Girls – No Mandatory Fee, Optional Items: T-shirt \$12.00
- Veterans Memorial Boys – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Team Shirt \$10.00
- Veterans Memorial Girls – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Team Shirt \$10.00
- Wagner Boys– No Mandatory Fee, Optional Items: T-shirt/Shorts \$18.00
- Wagner Girls – No Mandatory Fee, Optional Items: T-shirt \$9.00-\$15.00 for short or long sleeve

Volleyball

- Judson– No Mandatory Fee, Optional Items: T-shirt \$7.00
- Veterans Memorial – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Team Shirt \$10.00
- Wagner – No Mandatory Fee, Optional Items: T-shirt \$10.00

Swimming

- Judson – No Mandatory Fee, Required Items: Competition Swim Suit \$60.00, Swim Cap \$10.00, Team Shirt \$15.00
- Veterans Memorial – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Competition Swim Suit \$60.00, Swim Cap \$10.00, Team Shirt \$10.00

Basketball

- Judson Girls – No Mandatory Fee, Optional Items: T-shirt \$10.00
- Judson Boys – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$16.00, Game Day Shirt \$22.00
- Veterans Memorial Boys – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Game Day Shirt \$22.00
- Veterans Memorial Boys – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Game Day Shirt \$22.00

- Wagner Girls – No Mandatory Fee, Optional Items: Game Day Shirt \$10-15.00, T-shirt \$10.00
- Wagner Boys 0 No Mandatory Fee, Optional Items: None

Wrestling

- Judson–Mandatory Fee \$5.00 for UIL required weight certification, Optional Items: Shoes \$40.00, Mouth Guard \$15.00
- Veterans Memorial – Mandatory Fee \$5.00 for UIL required weight certification, Optional Items: Shoes \$40.00, Mouth Guard \$15.00
- Wagner – Mandatory Fee \$5.00 for UIL required weight certification, Optional Items: Shoes \$40.00, Mouth Guard \$15.00

Golf

- Judson – Mandatory Fee \$385.00 includes golf bag, green fees, practice balls, tees, 2 shirts
- Veterans Memorial – Mandatory Fee \$ 385.00 includes golf bag, green fees, practice balls, tees, 2 shirts
- Wagner – Mandatory Fee \$50.00 includes green fees, practice balls, tees

Soccer

- Judson Girls – No Mandatory Fee, Optional Items: T-shirt \$10.00/long sleeve T-shirt \$15.00
- Judson Boys – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Varsity Game Shirt \$22.00
- Veterans Memorial Girls – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Game Day Shirt \$22.00
- Veterans Memorial Boys – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Game Day Shirt \$22.00
- Wagner Girls – No Mandatory Fee. Optional Items: T-shirt \$15.00
- Wagner Boys – No Mandatory Fee. Optional Items: T-shirt \$5.50, Shorts \$11.00

Softball

- Judson– No Mandatory Fee, Optional Items: T-shirt \$10.00
- Veterans Memorial – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00
- Wagner – No Mandatory Fee, Optional Items: T-shirt \$10.00

Baseball

- Judson– No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Caps \$20.00
- Veterans Memorial – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00, Cap \$20.00, Game Day Shirt \$22.00
- Wagner – No Mandatory Fee, Optional Items: T-shirt/Shorts \$15.00, Cap \$16.00, Varsity Game Shirt \$25.00

Track

- Judson Girls – No Mandatory Fee, Optional Items: T-shirt \$12.00
- Judson Boys – No Mandatory Fee, Optional Items: None
- Veterans Memorial Girls – No Mandatory Fee, Optional Items: T-shirt \$10.00, Shorts \$10.00
- Veterans Memorial Girls – No Mandatory Fee, Optional Items: T-shirts \$10.00, Shorts \$10.00
- Wagner Girls – No Mandatory Fee, Optional Items: T-shirt \$10.00
- Wagner Boys – No Mandatory Fee, Optional Items: None

Student Trainers

- Judson– No Mandatory Fee, Optional Items: Game Day Polo \$35.00, Sweatshirt \$36.00, Practice Shirt \$14.00, Practice Shorts \$20.00, Bag \$36.00
- Veterans Memorial – No Mandatory Fee, Optional Items: Game Day Polo \$20.00, Travel Shirt \$20.00, Travel Shorts \$21.00, Practice Shirt \$15.00, Practice Shorts \$17.00, Bag \$25.00
- Wagner – No Mandatory Fee, Optional Items: T-shirt \$7.00, Shorts \$12.00, Game Day Shirt \$25.00

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.

Middle School Athletics

- Girls Athletics: Volleyball, Basketball, Track, Tennis
- Boys Athletics: Football, Basketball, Track, Tennis

There are no Mandatory fees for Middle School Athletics.

All athletes are encouraged to purchase school Athletic Shorts and T-Shirts so that all athletes are dressed alike. These sets range in price from \$15.00-\$20.00. A payment plan is available for those that cannot afford the entire amount. Athletes keep any items that they purchase.

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

2016-2017 High School Student Fees

- Accuplacer- \$15.00
- Agenda books- JECA \$8.00
- AP Exams- \$10.00-\$25.00
- Art- \$15.00-\$30.00
- Art Club- \$20.00
- Band- \$550.00
- Bowling Club- JHS \$15.00/\$100.00
- Business Partners of America- WHS \$32.00/JHS \$25.00
- Calculator Rental- \$10.00
- Cheer- \$1500.00 Optional Fee HS \$600.00
- Choir- \$30.00
- Colorguard- \$1000.00
- Debate- \$10.00
- DECA- \$30.00
- Drama Club- \$10.00
- Dance Team JHS-Galaxies, WHS-Sabre, VMHS-TBA \$1200.00
- Drill Team JHS-Starlites, VMHS-TBA \$1200.00
- French Club- \$5.00
- GSA (Gay Straight Alliance)- \$10.00
- International Language Club- \$10.00
- International Thespian Club- JECA \$15.00
- History/Geography Club- \$10.00
- ID replacement- \$5.00
- JROTC- \$75.00
- JROTC Lost Uniform- Up to \$400.00
- JROTC Drill/Color Guard Teams- \$75.00
- JROTC PT/Orient/Rocket Teams- \$45.00
- JROTC Cadet Leadership Course- \$250.00
- Key Club- JECA \$15.00
- Mu Alpha Theta (Math Honor Society)- \$5.00
- National Honor Society- \$15.00
- Orchestra- \$500.00

- Parking- \$10.00
- Partners Club w/Special Olympics- \$5.00
- Pep Squad- WHS \$650.00, JHS \$575.50
- Print Card- \$5.00 (JECA)
- Science Club- \$15.00
- Spanish Honor Society- \$10.00
- Student Council- \$20.00
- Textbooks- Lost/Damaged
- Transcripts- \$2.00
- Young Men of Wagner- \$7.00
- Young Women of Wagner- \$5.00

Secondary Physical Education Fees

- Judson High School requires PE students to purchase shorts and t-shirt for \$15.00 per set. Allows students to pay using a payment plan. Provide a set until they can afford to purchase a set. Waive fee if needed.
- Wagner High School requires PE students to purchase t-shirt for \$6.00. Allows students to pay using a payment plan. Waive fee if needed.
- Middle Schools require PE students to purchase shorts and t-shirt for \$15.00-\$20.00 per set. Allows students to pay using a payment plan. Sells used sets at a discounted price. Provide loaner clothes until they can afford to purchase set. Waive fee if needed.

2016-2017 CTE Related Student Fees

- BPA - \$24
- Cosmetology - \$220
- Criminal Justice - \$55
- DECA - \$30
- Early Childhood Professions - \$2
- FCS (Middle School) - \$10
- FCCLA (Middle School) - \$20

- FCCLA (High School) - \$30
- HOSA - \$25
- Health Science Internship - \$335
- Human Services Internship - \$65
- Media Technology - \$20
- Skills USA - \$20
- TAFE \$30
- Trade & Industrial Programs (Middle School) - \$30-50
- Trade & Industrial Programs (High School) - \$40-60
- Ag Programs (FFA Membership) – Membership paid through JHS FFA Affiliation
- Barn Fee/Cattle - \$150
- Barn Fee/Swine - \$100
- Barn Fee/Sheep & Goats - \$100
- Barn Fee/Poultry - \$100
- Each Additional Animal - \$100
- Clean Up Fee - \$75

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the Principal at least 14 days before the event.

[For further information, see policies FJ and GE.]

GANG-FREE ZONES

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

GRADE LEVEL CLASSIFICATION

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

Classification Requirements	Credit Required	Course Credit for Classification
Freshman	0 – 4.5	N/A
Sophomore	5.0 – 10.5	1.0 credit of English 1.0 credit of Mathematics
Junior	11.0 – 16.5	2.0 credit of English 2.0 credit of Mathematics 2.0 credit of Social Studies 2.0 credits of Science
Senior	17.0 +	Required Credits 3.0 credit of English 3.0 credit 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. 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

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

Grades 1-5 Grading Scale

Symbol	JISD Standard
A	Grades from 90% to 100%
B	Grades from 80% to 89%
C	Grades from 70% to 79%
F	Grades 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	Excellent Achievement	Indicates mastery of grade-level content above that normally expected of a student at the same instructional level. – Advanced Development
S	Satisfactory Achievement	Indicates mastery of grade-level content normally expected for the student's instructional level. – Developing as Expected
N	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	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	Always follows class rules, never disruptive in class, always tries their best, has a positive attitude in class,

		and always on task
S	Satisfactory Conduct	Usually follows class rules, rarely disruptive in class, usually tries their best, usually has a positive attitude in class, and usually on task
N	Conduct Needs Improvement	Rarely follows class rules, is disruptive in class, rarely tries their best, rarely has a positive attitude in class, and rarely on task
U	Unsatisfactory Conduct	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

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 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 fifth six weeks. Students in grades 6-11 are not to receive an Incomplete after the sixth six weeks.

Promotion and Retention

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

In grades 2-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: Language arts, mathematics, science, and social studies.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 45.]

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.*

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

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

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

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

[See **Standardized Testing** on page 65.]

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 49 and **Standardized Testing** on page 65 for more information about EOC assessments.]

Certain students some with disabilities and some with limited English proficiency may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. 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 instructional program for the student. [For additional information, see the counselor and policy EIF (LEGAL).] 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.

Report Cards/Progress Reports and Conferences

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 8 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL) and **Grading Guidelines** on page 46.]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days.

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Contingent with the year in which the student is scheduled to graduate, pass all statewide exit-level exams or achieve passing scores on certain end-of-course (EOC) assessments.

The exit-level test, for which satisfactory performance is required as a condition for graduation of any student who is in grade 12 during the 2016-2017 school year, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology, Integrated Chemistry and Physics; English III; and Early American and United States History, World History, and World Geography. If a student in grade 12 did not pass all sections while in grade 11, there will be opportunities to retake each applicable subject area test.

Also see **Standardized Testing** on page 65 for more information.

Beginning with students who entered grade 9 in the 2011-2012 school year, EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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.

Also see **Standardized Testing** on page 65 for more information.

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only when a written agreement is reached among the student, the student's parent or person standing in parental relation, the school counselor and the appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English, language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL).]

Due to legislative changes, for more information on the course requirements for graduation, contact the campus counseling department and/or refer to the district counseling webpage.

*Counselor to discuss other graduation options that may exist

**For description of program options, and course descriptions, please refer to course catalog

***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.

***State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However; the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

All students will be enrolled with anticipation of completion of the Recommended High School Program. Occasionally a situation occurs where a student is unable to meet those requirements. For those students, the minimum graduation plan is available.

In order for a student's plan to be changed from the Recommended High School Program to the Minimum Program, the student, parent, and counselor or principal must all sign in agreement. In addition, a student must: (1) be at least 16 years of age; (2) have completed two credits required for graduation in each subject of the foundation curriculum; or (3) have failed to be promoted to the 10th grade one or more times as determined by the school district in order to be permitted to take courses under the minimum high school program.

The Distinguished Achievement Program is **for those students whose accomplishments are of such caliber as to be acknowledged on a national level. This program requires completing the Recommended 26 Credit Plan, taking *one additional credit in foreign language*, and completing four *Advanced Measures* in any combination. Please see your counselor to review the four external measures.**

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities may be permitted to graduate under the provisions of his or her IEP.

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

[See policy FMH (LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** on page 65 for additional 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 exit-level tests or end-of-course assessments will be contingent upon the student's completion of all applicable requirements for graduation.

Impact on Graduation

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

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are graduating and who hold one of the following positions of honor based on neutral criteria shall be eligible to be selected to speak to begin and end graduation ceremonies as described above: student council class officers, class officers of the graduating class, or the top three academically ranked graduates will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered will be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the student council class officers, class officers of the graduating class, or the top three academically ranked graduates may also have speaking roles at the graduation ceremony.

[For student speakers at other school events, see **Student Speakers** on page 66.] [See FNA (LOCAL).]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 40 and at www.judsonisd.org.]

State Scholarships and Grants

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced/Distinguished Achievement Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or school counselor and policy EJ (LEGAL).]

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[Also see **Bullying** on page 21 and policies FFI and FNCC.]

HEALTH PROBLEMS, ILLNESS, AND INJURY

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

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

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

HEALTH-RELATED MATTERS

Student Illness

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

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

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

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

Bacterial Meningitis

State law specifically requires the district to provide the following information:

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

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

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

- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web site for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

*Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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.

Also refer to **Immunizations** on page 56 for more information.

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.judsonisd.org.

Also see policy FFAF.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. Because lice spread so easily, the district will need to exclude any student found to have live lice until after one treatment of an FDA-approved shampoo or cream rinse, which can be purchased from a drug store or grocery store.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent and inform the parent that the child will need to be picked up from school and will need to stay home until after an initial treatment is applied. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held 5 meetings. Additional information regarding the district's School Health Advisory council is available from the Athletic Director at 210-945-1252. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. [See policies at BDF and EHAA.] [See **Removing a Student from Human Sexuality Instruction** on page 11 for additional information.]

Other Health-Related Matters

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3-12. At the end of the school year, a parent may submit a written request to the campus to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines

The district has adopted policies and implemented procedures to comply with state and federal food services guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines contact the Child Nutrition Department at (210) 945-6720. [See policies at CO and FFA.]

Tobacco prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes, while on school property at any time or while attending an off campus school-related activity.

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

Asbestos Management Plan

The United States Environmental Protection Agency through the Texas Department of State Health Services regulates asbestos containing building materials in public school buildings following the Asbestos Hazard Emergency Response Act and mandated by 40 CFR 763, Subpart E. Judson ISD's Asbestos Operations and Management program is on file at the Facilities Planning Department. Requests for document review and any questions regarding the district's asbestos program may be directed to Mr. Thomas Walker at (210) 945-1200.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified 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 I 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-

Ernest Cox Jr., Director of Guidance and Counseling. 210-945-5230

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

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>.

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; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required 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 life-long condition.

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information see policy FFAB (LEGAL), the school's nurse's office and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal or designee will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, 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 to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who is required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see policies FL (LEGAL) and GRA (LEGAL).]

LEAVING CAMPUS

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor; the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

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

At Any Other Time During the School Day

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

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

LOST AND FOUND

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district cannot be responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Due to Absence

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit.” [See also Attendance for Credit or Final Grade on page 18.]

A student involved in an extracurricular activity must notify his or her teacher 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 time lines approved by the principal and previously communicated to students.

Due to Disciplinary Action

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).]

Due to Suspension

A student removed from the regular classroom to in-school suspension, out of school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, 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 FO (LEGAL).]

MEDICINE AT SCHOOL

School personnel will administer prescription medication only when the medication is provided in the original container from the pharmacy with specific instructions, including the name of the student and physician, name of the medication, dosage and times to be administered. A signed parent request must accompany the medication with instructions for times and dosage to be given at school. Generally medicine sent to school should be limited to that which is required to be given during school hours. Medicine prescribed for three times a day should be given **at home** – before school, after school, and at bedtime, unless otherwise ordered by the doctor (i.e. with meals).

Non-prescription medicine will not be administered at school unless it is accompanied by written instruction for its use from a physician and a signed parent request. **This includes cough drops.** Parents should feel free to come to school to

administer non-prescription medication to their child as needed. All medication will be kept properly secured in the school clinic. Medication may not, under any circumstances, be in the student's possession during the school day. [See policy FFAF (LEGAL).]

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood-or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

NON-DISCRIMINATION STATEMENT

JISD does not discriminate on the basis of race, religion, color, national origin, gender or disability in providing education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. School Board Policies that pertain to Title IX and Title VI can be found in FNCJ (LOCAL) and FNG (LOCAL).

The following District staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator for concerns regarding gender discrimination: Elaine Howard, Executive Director of Human Resources, 8012 Shin Oak Drive, San Antonio, Texas 78233, phone # 945-5101
- Section 504 Coordinator for concerns regarding disability discrimination: Ernest Cox Jr., Director of Guidance and Counseling, 8012 Shin Oak Drive, San Antonio, TX 78233, phone # 945-5230

NON-TRADITIONAL ACADEMIC PROGRAMS

The Judson Learning Academy (JLA), Judson Secondary Alternative School (JSAS), 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. [See **Requirements for a Diploma** on page 49.]

PLEDGES OF ALLEGIANCE AND MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States 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 **Excusing a Student from Reciting the Pledge to the U.S. and Texas Flags** on page 11.]

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

PRAYER

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

SAFETY

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

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

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Student/Parent Reunification

Students will be released during a disaster only if their parent, legal guardian, or previously designated adult comes to the school personally to pick them up. The only exception is an emergency until they are released to a parent. The following will be accomplished upon reunification.

1. Teachers will walk their students to the reunification area.
2. Teachers will bring their class rosters, Emergency Absence Report forms and Emergency Release forms.
3. Office workers will bring emergency card information, school roster and "First Name Alpha Roster".
4. The Emergency Absence Report forms will be forwarded to a Search and Locate Team to find the missing student(s).

Release of Students

1. Parents, guardians and interested adults will be directed to the reunification area.
2. Students can be released to parents, guardians, or authorized adults listed on the Emergency Student Release Form or registration card.
3. Students can be released to a responsible adult after a parent or guardian has been contacted and verbal authorization has been given.
4. When circumstances warrant, student(s) may be moved to an alternate place of safety.

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 written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care

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

Emergency School-Closing Information

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

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

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

Conduct Before and After School

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

Use of Hallways During Class Time

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

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See the school's cafeteria manager or apply online at www.SchoolLunchApp.com.

The district follows the federal and state guidelines regarding foods of minimal nutritional value and competitive foods being served or sold on school premises during the school day.

Texas Public School Nutrition Policy

Judson ISD follows the Texas Public School Nutrition Policy administered by the Texas Department of Agriculture. The purpose of the policy is to teach healthy habits to all students.

Judson ISD's Nutrition Policy states that:

- All snacks and treats brought from home must be store-bought if they are going to be shared with other students.
- All campuses are permitted three days each school year to have celebrations involving restricted food items. The campus principal designates the three days. Exempt days are campus-wide and cannot be designated by

grade level. Please contact your child's principal to get the three exempt days. (Example: December 15, February 13, and June 1)

- Elementary schools are permitted to have classroom birthday parties as long as they are held after lunch. The campus principal designates available birthday party days/times.
- Fundraisers that involve selling food or drink during the school day must be approved by the Director of Child Nutrition. Judson ISD encourages non-food fundraisers for all groups.

Foods of Minimal Nutritional Value (FMNV) are restricted at all campuses during the entire school day. These foods include but are not limited to sodas, flavored water-ices (popsicles), chewing gum, and certain candies.

Competitive foods are all foods sold or provided by a group other than Judson Child Nutrition Department.

- Elementary: Competitive foods are restricted for the entire school day anywhere on campus.
- Middle school: Competitive foods are restricted from 30 minutes before to 30 minutes after meal periods.
- High school: Competitive foods are restricted during meal periods in the areas where meals are served or consumed.

[For more information, see Board policy CO (LEGAL) www.judsonisd.org, Texas Department of Agriculture, 1-877-TEX-MEAL or www.squaremeals.org, Judson Child Nutrition Department, 210-945-6720 or Judson ISD Administrative Policy C38, www.judsonisd.org.]

Learning Resource Center

The Learning Resource Center is a teaching/learning laboratory with books, research materials, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Please visit with your campus Library Media Specialist for times when the facility is open for independent student use.

Meetings of Non-curriculum-Related Groups

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.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunication and Other Electronic Devices

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 telecommunication or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order 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) for more information.]

Vehicles on Campus

Students who wish to park on school property must obtain a parking sticker for a fee of \$10.00. A parking sticker is valid for the registered car only and permits the student access to campus parking for one school year. Students that violate parking regulations are subject to the following consequences;

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

(students are subject to possible fines)

*Consequences are dependent on the nature of the infraction.

The permits can be purchased from your home campus. [See also the **Student Code of Conduct** on page 70.]

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 student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors

[For further information, see policy FNF (LOCAL).]

Drug-Testing

[For further information, see policy FNF (LOCAL). Also see **Steroids** on page 39.]

SECTION 504

Section 504 is an anti-discrimination law that requires schools to provide to disabled students educational benefits and opportunities equal to those provided to non-disabled students.

The Section 504 Coordinator will facilitate the support process for students and parents to seek services for students with a disability that may not otherwise be served under special education. For more information see:

[www.judsonisd.org/district/instruction/GuidanceandCounseling/Section 504](http://www.judsonisd.org/district/instruction/GuidanceandCounseling/Section%20504) or contact Ernest Cox Jr., Director of Guidance and Counseling (210) 945-5230.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, 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 Offices of Curriculum & Instruction at (210) 945-5100.

STANDARDIZED TESTING

PSAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship competition. It's a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT is given during the fall to juniors and seniors.

ReadiStep

ReadiStep is a flexible assessment that measures the knowledge and skills students need to be on track for success in high school, college and beyond. It helps identify the skills students need to develop and makes it possible for school administrators to initiate early interventions at critical points in students' school careers. ReadiStep measures the reading, writing and math skills students learn in school and uses the same format and question types as the PSAT/NMSQT and SAT. It is given to all 8th and 9th grade students in the fall.

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

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 will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Writing, including spelling and grammar; in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 47 for additional information.

STAAR Modified and STAAR Alternate are available based upon eligibility and participation requirements set by TEA. For students receiving special education services, participation is determined by the ARD committee. STAAR-L is a linguistically accommodated assessment that is available for certain Limited English Proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

End-of-Course (EOC) Assessments for Students in Grades 9-12

Beginning with ninth graders in the 2011-2012 school year and, as modified by House Bill 5, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, English I and English II,

- Biology, United States History

Satisfactory performance on the applicable assessments will be required for graduation. There will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. The ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be Limited English Proficient (LEP) and who require this type of testing accommodation.

Also see **Graduation** on page 49 for additional information.

Use of Cell Phones During State Assessments

Students may not have a cell phone or any other electronic media devices in their possession while in the testing environment. If a student does have a cell phone or other electronic media devices, their test may not be scored, even if they have already turned in their test. Also, the cell phone or other electronic media device may be confiscated and the student may be subject to further disciplinary action.

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. Except in limited circumstances, a student in grade 12 during the 2014-2015 school year will be required to retake what is termed the "exit-level" TAKS in the subject areas of Mathematics, English/Language Arts, Social Studies, and/or Science for which satisfactory performance is required for graduation, if the student did not pass any of these areas while in grade 11 and enrolled in high school before the 2011-2012 school year. Also see **Graduation** on page 49 for more information.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Beginning in fall 2013, all Texas public colleges and universities will begin administering a new TSI assessment, which will assist as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

A student who is placed in the custody of the state and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

STUDENT SPEAKERS

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. Students are eligible to introduce these events if they are in the

highest two grade levels of the school, volunteer to speak, are not in a disciplinary placement or suspension from any extracurricular activity at the time of the speaking event, and hold a position of honor within the school as defined by policy. [See policy FNA (LOCAL)]

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the campus principal during the first full week of instruction each semester.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. [See policy FNA (LOCAL).]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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 TDSHS maintains information regarding children's mental health and substance abuse intervention services on its web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENES

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 access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- <http://www.texasuicideprevention.org>
- <http://www.dshs.state.tx.us/mhservices-search>

SUMMER SCHOOL

Summer school information will be distributed in the spring semester. Call the Associate Superintendent of Instructional Services for further information.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

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

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. Any request for alternative drop off or release must be provided to the driver with campus administrator signature on the request.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's Web site. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

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

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

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

- Follow the driver's directions at all times.
- Driver will assign all riders assigned seats
- 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 on 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.

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.

VANDALISM

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

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Visitors Participating in Special Programs for Students

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

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact your student's campus administration for more information and to complete the application process.

WITHDRAW PROCESS FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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.

SECTION III:

2016-2017 Student Code of Conduct

GENERAL OVERVIEW

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code, and is intended to promote a safe, secure, and optimal learning environment for all students. The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, color or ethnicity when enforcing the provisions of this Code.

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

The law requires the district to define misconduct that may or must result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Judson ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding: standards of conduct; a description of prohibited conduct; the disciplinary options, methods, and consequences for preventing and addressing student misconduct; and the process the District will follow when administering disciplinary consequences. (As used in this Code, the term "parent" includes a guardian.) It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the district's Web site. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

Because the Student Code of Conduct is adopted by the District's Board of Trustees, it has the force of policy. If there is a conflict between this Code and District policy, the more recent adopted item will control.

The campus behavior coordinator shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled, or placed in a juvenile justice alternative education program or is taken into custody by a law enforcement officer. Failure to provide any notice within this time period or as noted elsewhere in this Code does not preclude imposing a discipline consequence for the misconduct.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

- At any time during the regular school day and while the student is going to and from school or school-sponsored or school – related activity on district transportation;
- During lunch periods, including those in which a student is allowed to leave campus;
- While the student is in attendance at any school-related or school-sponsored activity, regardless of time or location;
- While on school property;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
- When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student’s locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

School administrators shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus. Certain acts of misconduct may constitute criminal offenses in addition to violations of this Code. Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding, and may not be affected by the outcome of any criminal proceeding.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district’s Code.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating this Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of this Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See **DAEP-Restrictions During Placement** on page 84, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.
- Ensure that the student's personal property, mode of transportation or school property used by the student does not contain prohibited items.

Because of significant variations in student conduct, it is not always possible for this Code to address each and every act of student misbehavior; therefore, the District retains the discretion to address student misconduct that is inconsistent with these expectations, even though the conduct may not be specifically included in this Code.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any general conduct violation set out below, however, may result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel or engage in other acts of insubordination.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal or other administrator.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle, or engage in conduct that can cause bodily injury. (For the consequence for assault, see the section on DAEP Placement and Expulsion.) A student who, upon investigation, is found to be subject to bullying will not be disciplined on the basis of using reasonable self-defense in response to the bullying.
- Engage in oral or written threats to cause harm or bodily injury to another student, a District employee, official or volunteer, or school property, including threats made using the Internet or other technology resources at

school. Students may be disciplined for threats made outside of school, including website or Internet postings, if the threat causes a material or substantial disruption at school.

- Subject a student or a District employee, official or volunteer to physical confinement or restraint.
- Engage in horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a risk of harm or threatens the safety of others.
- Engage in bullying, harassment, or making hit lists. (See the glossary for definitions of all three terms.) This includes harassment toward another student or a District employee, official or volunteer motivated by race, color, religion, national origin, disability or age.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.
- Retaliate against a student for
 1. Reporting either bullying or some other violation of this Code, or
 2. Participating in an investigation into bullying or some other violation of this Code.
- Engage in conduct that constitutes dating violence. (See the glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See the glossary.)
- Force an unwilling person to act or not act, or obtain money or another object of value from an unwilling person, through duress, force, extortion, coercion or blackmail.
- Make false accusations or provide false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or a District employee, official or volunteer.
- Engage in inappropriate verbal, written, physical, or sexual conduct directed toward another person, including a District student, employee, or volunteer, regardless of whether it is consensual. This includes hugging, kissing, touching, or engaging in other displays of affection that interfere with, detract from, or disrupt the school environment.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.
- Obtaining and using another person's identifying information or personal data without permission in order to mislead, defraud or deceive.

Property Offenses

Students shall not:

- Damage, destroy, or vandalize property owned by the District or by others. (For the consequences felony criminal mischief, see the sections on DAEP Placement or Expulsion.)
- Deface, mark or damage school property (including textbooks, technology and electronic resources, lockers, furniture, and other equipment) with graffiti or by other means. (This prohibition includes "tagging.")
- Steal from students, staff, or the school.
- Commit or assist in a robbery, burglary, or theft even if it does not constitute a felony according to the Texas Penal Code. (For consequences for felony robbery, aggravated robbery, and theft, see the DAEP Placement and Expulsion sections.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, razor blade, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A fake or “look-alike” weapon;
- An air gun, stun gun, or BB gun;
- Ammunition, shells, bullets, or gunpowder;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray; or any other small chemical dispenser sold commercially for personal protection;
- Material that is sexually-oriented, pornographic, obscene, or reveals a person’s private body parts;
- Tobacco or nicotine products, including electronic cigarettes, vapor pens;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Poisons, caustic acids, or other materials that may be toxic to the human body;
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms offenses, see DAEP Placement and Expulsion sections.)

Possession of Telecommunication or Other Electronic Devices

Students shall not:

- Possess CD or DVD players, cassette players, electronic games, MP3 players, stereo headsets, or other electronic equipment for other than approved use.
- Display, turn on, have in operational mode or use a telecommunication device, including a cellular telephone, pager, or other electronic device on school property during the school day other than approved use. (See the Glossary for the definition of Telecommunication Devices.)

Illegal, Prescription, and Over-the-Counter Drugs, and Analogues

Students shall not:

- Possess, give, buy, or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see the DAEP Placement and Expulsion sections.)
- Offer to sell any amount of marijuana, a controlled substance, a dangerous drug, an abusable volatile chemical, a prescription drug, or an alcoholic beverage.
- Possess, use, give, buy, or sell paraphernalia related to any prohibited substance. (See the Glossary for the definition of “paraphernalia.”)
- Possess, use, give, or sell look-alike drugs or attempt to pass items off as drugs or contraband. This prohibition includes possessing, using, selling buying, or giving any substance which is represented to be or looks like a narcotic drug, a hallucinogenic drug, an amphetamine, a barbiturate, a stimulant, a depressant or an intoxicant

of any kind, including substances that contain chemicals which produce the same effect of illegal substances, including but not limited to substances known as Spice and K-2.

- Abuse the student's own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person's prescription drug on school property or at a school-related event. (See the Glossary for the definition of "abuse.")
- Abuse over-the-counter drugs. (See the Glossary.) Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See glossary for the definition of "under the influence.")
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.
- Possess, use, give, or sell analogues. (See the Glossary.)

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements regarding the use of computers, Internet access, technology or other electronic communications or imaging devices.
- Attempt or successfully access or circumvent passwords or other security-related information of the District, students, or employees, or upload or create computer viruses. If this conduct occurs off school property, while not at a school-related or school-sponsored activity, the student will be subject to discipline under this Code if the conduct causes a substantial disruption to the educational environment.
- Attempt or successfully alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system. If this conduct occurs off school property, while not at a school-related or school-sponsored activity, the student will be subject to discipline under this Code if the conduct causes a substantial or material disruption at school.
- Use the Internet or other electronic communications to threaten district students, employees, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, disseminate, transfer, share, or possess videos, audio recordings, electronic messages or images that are abusive, lewd, pornographic, obscene, sexually oriented, or otherwise illegal, or are threatening, harassing, damaging to another's reputation, or bullying, including engaging in conduct known as cyberbullying or "sexting." If such conduct occurs off school property while not at a school-related or school-sponsored activity, the student will be subjected to discipline under this Code if the conduct causes a substantial or material disruption at school. (Student and parents, please note: the taking, disseminating, transferring, possessing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise, may constitute a crime under state and/or federal law. Students who engage in this conduct will be subjected to discipline under this Code, and may be reported to the appropriate law enforcement officials, which may result in arrest and criminal prosecution.)
- Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety. If such conduct occurs off school property while not at a school-related or school-sponsored activity, the student will be subjected to discipline under this Code if the conduct causes a substantial or material disruption at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that promotes or encourages illegal behavior or that could threaten school safety.

- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make or participate in false accusations or hoaxes regarding school safety.
- Add any substance, whether harmful or not, to any food or beverage belonging to, in the possession of, or meant to be consumed by another person, without that person's permission.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage
- Discharge a fire extinguisher, pull a fire alarm, call 911, tamper with an Automated External Defibrillator, or cause a sprinkler system to activate when there is no smoke, fire, danger, or emergency.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Engage in academic dishonesty, including plagiarism, unauthorized collaboration in preparing or completing an assignment, cheating, or copying the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Code of Conduct

The district may impose campus or classroom rules in addition to those found in this Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of this Code.

Discipline Considerations and Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. It shall also take into account the safety of students, staff and visitors, as well as the need to provide a positive, safe, and effective educational setting. Using their professional judgment, District employees will consider a variety of factors when administering disciplinary consequences and determining the duration of the consequences, including but not limited to:

- The degree of severity and risk of danger;
- The effect of the misconduct on others as well as on the school environment;
- The age and grade level of the student;
- The student's disciplinary history;
- The frequency of the misconduct;
- The student's demeanor;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, to the extent required by state and federal law; and
- Any legal requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

In addition, when deciding to order the out-of-school suspension, DAEP placement, or expulsion of a student, the District will also consider (1) self-defense (see the Glossary) and (2) the student's intent (see the Glossary) or lack of intent at the time of the misconduct.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see the glossary) until and ARD committee meeting has been held to review the conduct.

As noted above, in deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used – alone or in combination- for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal or written correction.
- Cooling-off time or "time-out."
- Seating changes within the classroom or vehicles owned or operated by the district.
- Confiscation of items.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reduction for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.

- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Restitution or restoration.
- Out-of-school suspension, as specified in the Out-of-school Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code
- Placement and/or expulsion in an alternative education setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The campus behavior coordinator shall promptly notify a student’s parent by phone or in person and in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made the day the action is taken.

Appeals

There is no appeal to the imposition of disciplinary consequences that do not involve a DAEP placement or an expulsion. (See the sections of this Code dealing with DAEP placements and expulsions for the applicable appeal process relating to those consequences.) However, questions from parents regarding disciplinary measures other than DAEP placements or expulsions should be addressed to the campus behavior coordinator. Grievances or complaints regarding the use or application of specific discipline management techniques or the process followed in imposing them should be addressed in accordance with policy FNG (LOCAL). A copy of the policy may be obtained from the principal’s office or the central administration office or through Policy On-Line at the following address: (www.judsonisd.org).

Disciplinary consequences shall not be deferred pending the outcome of a grievance or complaint.

Removal from the School Bus

A bus driver may refer a student to the campus behavior coordinator to maintain effective discipline on the bus. The campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

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

1. The student’s behavior has been documented by the teacher as repeatedly interfering with the teacher’s ability to teach his or her class or with the student’s classmates’ ability to learn; or

2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

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

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

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

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the Placement Review Committee determines that the teacher's class is the best or only alternative available.

In-School Suspension (ISS)

Students may be placed in ISS by a campus administrator for any misconduct listed in any category of this Code.

The student will be informed of the reason for placement in ISS and given an opportunity to respond before the campus behavior coordinator's decision is final.

While in ISS, the student will complete assignments from his or her teachers.

Out-of-School Suspension

Students may be suspended from school by the campus behavior coordinator for any misconduct listed in any category in this Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order out-of-school suspension, the district shall take into consideration:

1. Self-defense (see the Glossary),
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history; and
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the behavior coordinator's decision is made.

The number of days of a student's suspension shall be determined by the behavior coordinator but shall not exceed three school days.

The campus behavior coordinator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see the Glossary);
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history; and
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

DISCRETIONARY PLACEMENT: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for engaging in any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property.

- Possessing, giving, buying, or selling less than a useable amount of stems, seeds, or other pieces of marijuana.
- Possessing, using, selling buying, or giving paraphernalia related to any prohibited substance, including but not limited to marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.
- Abusing the student's own prescription drug or using it in a way other than as prescribed.
- Giving, buying, or selling a prescription drug.
- Possessing, using, or being under the influence of another person's prescription drug.
- Offering to sell any amount of marijuana, a controlled substance, a dangerous drug, an abusable volatile chemical, a prescription drug, or an alcoholic beverage.
- Preparing a hit list.
- Engaging in persistent (see the Glossary) misbehavior that violates this Code.
- Engaging in a major fight

- Committing any offense included in the General Conduct Violations section of this Code

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See the Glossary)
- Involvement in criminal street gang activity. (See the Glossary)
- Any criminal mischief, including a felony.

In accordance with state law, a student **may** be placed in a DAEP if the appropriate administrator has a reasonable belief (See the Glossary) that the student has engaged in conduct punishable as a felony (other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (See the Glossary) of the Texas Penal Code) that occurs off school property and not at a school-sponsored or school-related event, and reasonably believes that the student’s presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The appropriate administrator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

MANDATORY PLACEMENT: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See the Glossary)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 1. Engages in conduct punishable as a felony.
 2. Commits an assault (see glossary) under Texas Penal Code 22.01 (a)(1).
 3. Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence”.)
 4. Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of an alcoholic beverage, if the conduct is not punishable as a felony offense (School-related felony alcohol offenses are addressed in the Expulsion section of this Code.)
 5. Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 6. Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
 7. Possesses a knife with a blade over 3 inches but less than 5 ½ inches. (The length of a blade will be determined by measuring from the hilt of the knife to the tip of the blade.)
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.

- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assaults and Campus Assignments

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

Emergency DAEP Placement

An administrator may order an emergency placement of a student in a DAEP if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or school-sponsored activity. The reason for emergency placement must also be a reason for which placement in a DAEP may be made on a nonemergency basis. At the time of the emergency placement, the student will be told the reason for the action.

Procedure for DAEP Placement

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

Conferences

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

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

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

Until a placement conference is held by the Director of Pupil Services, the student will be placed in out-of-school suspension (for a maximum of three school days), in-school suspension, or another appropriate classroom; the student shall not be returned to the regular classroom pending the placement conference.

DAEP Placement Order

After the placement conference with the Director of Pupil Services, if the student is to be placed in the DAEP, the Director shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the Director of Pupil Services or his designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

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

Length of Placement

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

The duration of a student's placement shall be determined on a case-by-case basis, using the criteria identified in the Discipline Consideration and Management Techniques section of this Code, including but not limited to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and legal requirements.

Except as noted below, 90 school days is the maximum placement period for committing a mandatory DAEP placement offense; the maximum placement period for committing a discretionary placement offense is 60 school days.

The District shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 school days or longer in accordance with established District administrative procedures for administering other diagnostic or benchmark assessments.

Possible Placements Exceeding One Year

A placement in a DAEP may exceed one year when the Director of Pupil Services determines that:

1. The student is a threat to the safety of other students or to District employees; or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the Board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students placed in a DAEP at the end of one school year may be required to complete that placement at the start of the next school year.

For placement in a DAEP to extend beyond the end of the school year, the Director of Pupil Services must determine that:

1. The student's presence in the regular classroom or campus or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior (see the Glossary) that violates this Code.

Appeals

Appeals regarding the decision to place a student in a DAEP or the length of the placement must be in writing and delivered to the Executive Director of Student Support Services by no later than two school days from the date the student or parent receives the written DAEP placement order. The written appeal must be filed with the Executive Director and must set out every reason the parent believes the placement decision was wrong or the length of the placement too long, and must have attached to it a copy of the placement order and a copy of any document the

student or parent believes supports the appeal. Within three school days of the receipt of the appeal, the Executive Director will contact student and the parents and schedule an appeal conference. Within two school days of the appeal conference, the Executive Director will send a written decision denying or granting the appeal.

If the student or parent is not satisfied with the appeal ruling of the Executive Director, the student or the parent may appeal that ruling to the Board by filing with the Superintendent a written request to do so, and must attach to that request a copy of the placement order, a copy of the written appeal, and a copy of the Executive Director's decision. The Board will not consider any reason or argument not presented to the Executive Director, and will have the Superintendent inform the student and the parent of the date, time and place of the appeal to the Board. The Board's decision on the appeal will be final.

As previously noted, the disciplinary consequences imposed by the DAEP placement order shall not be delayed or deferred pending the outcome of any appeal.

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

As previously noted, disciplinary consequences shall not be deferred pending the outcome of an appeal or a grievance and the decision to place a student in a DAEP or the length of the placement cannot be appealed beyond the Board.

Restrictions during Placement

The District does not permit a student who is placed in a DAEP for any reason to attend or participate in any school-sponsored or school-related extracurricular or co-curricular activity during the term of the placement. This restriction applies until the student fulfills the DAEP assignment in this District or another school District. In addition, a student in a DAEP may not seek or hold any honorary or elected positions and/or membership in any school-sponsored clubs and/or organizations.

The district shall provide transportation to students in a DAEP.

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

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the Judson Secondary Alternative School Principal at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom or a teacher who removed the student without the teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the Director of Pupil Services may enter an additional disciplinary order as a result of those proceedings.

Criminal Proceedings

The review and appeal process described below does **not** apply if the student was placed in DAEP as required by law for conduct occurring on or with 300 feet of school property, at a school-sponsored or school-related activity, or for a false alarm or report or terroristic threat involving a public school.

The office of the prosecuting attorney shall notify the District if a student was placed in a DAEP for any felony offense or for misdemeanor offenses involving unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized criminal activity, certain drug offenses, or possession of certain weapons, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see the Glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third class day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled or Transfer Students

The District shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the District and was assigned to a DAEP in another Texas school district, a Texas open-enrollment charter school, or an out-of-state school district. The District may place the student in the District DAEP or a regular classroom setting. This decision shall be made by the Superintendent or the Superintendent's designee.

In order to continue an out-of-state DAEP placement, the basis for the placement must also be a reason for DAEP placement in this District.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student. This review will be conducted by the Superintendent or the Superintendent's designee.

Emergency Placement Procedure

When an emergency DAEP placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the conference as required for regular assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

The general rules for DAEP placement set out in this Code apply to registered sex offenders except as modified below.

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement, unless the court orders JJAEP placement or if such placement is permitted by agreement between the District and the JJAEP.

Registered sex offenders (whether under court supervision or not) who transfer into the District will be required to complete the DAEP assignment assessed by the previous school district. Prior to the end of that placement, the review committee as described in the Periodic Review of Sex Offenders section below will convene to determine whether to recommend to the Executive Director whether the student should be returned to the regular classroom.

Registered sex offenders under court supervision will be placed in a DAEP for no less than the number of school days that constitute a semester.

If the registered sex offender is not under any form of court supervision, the placement may be in a DAEP for no less than the number of school days that constitute a semester, or the placement may be in a regular classroom. The placement may not be in the regular classroom if the Executive Director determines that the student's presence:

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

Conference

A student or a student's parent may appeal a decision by the Executive Director to place a registered sex offender in a DAEP by submitting to the Superintendent a written request for a conference with the board. The conference is limited to the factual question of whether the student is required to register as a sex offender, and the Board's decision is final and may not be appealed.

Periodic Review for Registered Sex Offender

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the District shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend to the Executive Director whether the student should return to the regular classroom or remain in the placement. The Executive Director will follow the committee's recommendation to return the student to the regular classroom unless the Executive Director finds that the student's presence in the regular classroom is a threat to the safety of others, is detrimental to the educational process, or is not in the best interests of the District's students. Conversely, if the committee recommends continuing the student's placement in a DAEP, the Executive Director will follow that recommendation unless the Executive Director finds that the student's presence in the regular classroom is **not** a threat to the safety of others, is **not** detrimental to the educational process, or is **not** contrary to the best interests of the District's students.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Appeal for Registered Sex Offender Placement

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

In addition to the reasons for DAEP placement set out above and the reasons for expulsion set out below, a student **may** be expelled and placed in either DAEP or JJAEP if the student:

- Is arrested for a Title 5 felony offense or aggravated robbery;
- Is charged with engaging in a Title 5 felony offense or aggravated robbery;
- Receives deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery;
- Is on probation for a Title 5 felony offense or aggravated robbery;
- Was found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery;
- Has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery; or
- Was convicted of a Title 5 felony offense or aggravated robbery;
- **And** the administrator determines that the student's presence in the regular classroom would: threaten the safety of other students or teachers, be detrimental to the educational process, **or** not be in the best interests of the District's students.

The District may expel the student and order placement under the above circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the District; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student subject to a disciplinary placement under the above circumstances must first have a hearing conducted in accordance with the expulsion process set out below. The Administrator conducting the placement hearing must determine that, in addition to the circumstances above that allow for the expulsion and placement, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; **or**
3. Is not in the best interest of the District students.

An expulsion order entered under this section may not be appealed beyond the Board of Trustees:

Any decision of the Board under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled or Transfer Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see the Glossary);
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history; and
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the conduct.

DISCRETIONARY EXPULSION: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
 1. Retaliating against a school employee or volunteer by committing an assault resulting in bodily injury.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 1. Aggravated assault;
 2. Sexual assault;
 3. Aggravated sexual assault;
 4. Murder;
 5. Capital murder;
 6. Criminal attempt to commit murder or capital murder; or
 7. Aggravated robbery.
- Engaging in breach of computer security by accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and knowingly altering, damaging, or deleting school property or information, or breaching any other computer, computer network, or computer system.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.
- Engaging in criminal mischief if the damage caused is \$1,500 or more.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, delivering, possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony, and is the 2nd infraction within the same school year. (See the Glossary for “under the influence.”)
- Selling, giving, delivering, possessing, using, or being under the influence of any amount of an alcoholic beverage; or committing a serious act or offense while under the influence of an alcohol beverage, if the conduct is not punishable as a felony and is 2nd infraction within the same school year.)
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals if it is the 2nd infraction within the same school year.
- Engaging in conduct that contains the elements of assault resulting in bodily injury to an employee or a volunteer.
- Engaging in deadly conduct. (See the Glossary.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See the Glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of the following items as defined by state law: a firearm, an illegal knife, a club, or a prohibited weapon. (See the Glossary.) A firearm as defined by federal law.
- Possess a firearm as defined by federal law. (See the Glossary.)

On Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another Texas school district or while the student is attending a school-sponsored or school-related activity of another in Texas school district.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior (see the Glossary) while the student is placed in DAEP, despite documented behavioral interventions. For purposes of discretionary expulsion under this provision, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Texas Penal Code;

- c. Criminal mischief under section 28.03, Texas Penal Code;
- d. Personal hazing under Section 37.152 of the Texas Education Code; or
- e. Harassment under Section 42.07(a)(1), Texas Penal Code, of a student or district employee.

MANDATORY EXPULSION: Misconduct That Requires Expulsion

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

- Engaging in the following offenses under the Texas Penal Code:
 - a. Aggravated assault, sexual assault, or aggravated sexual assault;
 - b. Arson;
 - c. Murder, capital murder, or criminal attempt to commit murder or capital murder;
 - d. Indecency with a child;
 - e. Aggravated kidnapping;
 - f. Aggravated robbery;
 - g. Manslaughter;
 - h. Criminally negligent homicide; or
 - i. Continuous sexual abuse of a young child or children.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage, if the Conduct is punishable as a felony.
- Committing a serious act or offense while under the influence of an alcohol beverage, if the conduct is punishable as a felony.

Regardless of Location

A student shall be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Retaliates against a school employee or volunteer by committing a state-mandatory expellable offense.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency Expulsion

An administrator may order the immediate expulsion of a student if the administrator reasonably believes the emergency expulsion is necessary to protect persons or property from imminent harm. The reason for the emergency expulsion must also be a reason for which expulsion may be made on a non-emergency basis. At the time of the emergency expulsion, the student will be told the reason for the action, and by no later than the tenth day after the date of the emergency expulsion, will be given a hearing as required for a regular expulsion.

Process

The Board of Trustees delegates to the Director of Pupil Services authority to conduct hearings and expel students.

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator shall schedule a hearing within a reasonable time following the alleged misconduct. The student's parent shall be informed of the basis for the proposed expulsion and invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. At the hearing, the student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After making an effort to inform the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

Board Review of Expulsion

After the due process hearing conducted by the Director of Pupil Services, the expelled student may request that the Board review the expulsion decisions. The student or parent must submit a written request to the Superintendent within seven days after receipt of the written expulsion order or decision. The Superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the Board will review the decision. The expulsion will not be delayed pending the outcome of the appeal.

The Board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The Board may also hear a statement from the student or parent and from the Superintendent or the Superintendent's designee.

The Board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation, and will send written notice of its decision to the student and parent.

Expulsion Order

After the due process hearing, if the student is expelled, the Board's designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the expulsion hearing, the Board's designee shall deliver to the authorized officer of juvenile court in the county in which the student resides a copy of the expulsion order and the information required by Section 52.04 of the Family Code. In addition, a written copy of the expulsion order shall be sent to the JJAEP's designated representative. This notification shall also be made no later than two business days following the expulsion hearing.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The duration of a student's expulsion shall be determined on a case-by-case basis using the criteria identified in the Discipline Considerations and Management Techniques section of this Code. The maximum period of expulsion is one calendar year except as provided below;

An expulsion may not exceed one year unless, after review, the District determines that:

1. The student is a threat to the safety of other students or to District employee, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the Superintendent may modify the length of the expulsion on a case-by-case basis.

Students expelled at the end of one school year may be required to complete the term of expulsion at the beginning of the next school year.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at the time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue an expulsion order.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program, or as required by IDEA or Section 504.

Newly Enrolled or Transfer Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another Texas school district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in this District. If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The District shall provide educational services in a DAEP to any expelled student that is less than ten years of age, and may provide educational services to an expelled student in a DAEP who is ten years of age or older.

GLOSSARY

Abuse: improper or excessive use

Abusable Volatile Chemicals: Those substances as defined in Texas Health and Safety Code §485.001.

Accelerated instruction: Is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT: refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

Aggravated robbery: Is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Alcoholic Beverage: Those substances as defined in Texas Alcoholic Beverage Code §1.04.

Analogue: An analogue is a substance which mimics the stimulant, depressant, or hallucinogenic effect on the central nervous system that is similar to the stimulant, depressant, or hallucinogenic effect of a controlled substance.

ARD: Is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Armor-Piercing Ammunition: Handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers or other firearms.

Assault: For student discipline purposes, intentionally, knowingly, or recklessly causing bodily injury to another.

Attendance review committee: is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 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.

Bodily Injury: Physical pain, illness, or impairment of a physical condition.

Bullying: Written or verbal expression (including electronic communication) or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District that exploits an imbalance of power and interferes with a student's education or substantially disrupts the operation of a school. (See Board policy FFI for additional information about bullying)

Chemical Dispensing Device: A device other than a small chemical dispenser sold commercially for personal protection that is designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on an individual.

Club: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

Controlled Substance: Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. §801 et seq.

Criminal Street Gang: Three or more persons having a common identifying sign or symbol or an identifiable leadership which continuously or regularly associate in commission of criminal activities.

Cyberbullying: Using any electronic communications device to engage in bullying or intimidation.

DAEP: stands for disciplinary alternative education program, a placement for students who have violated certain provision of the Student Code of Conduct.

Dangerous Drug: Substances as defined in Chapter 483 of the Texas Health and Safety code.

Dating Violence: Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship.

Deadly Conduct: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

EOC assessments: Assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance of EOC assessments will be required for graduation beginning with student in grade 9 during the 2011-2012 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

Explosive Weapon: Any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. It includes a device designed, made or adapted for delivery or shooting an explosive weapon.

False Alarm or Report: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, place of assembly, publicly accessible place, or mode of conveyance such as an automobile.

FERPA: refers to the Federal Family Educational Rights and Privacy Act that 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.

Fighting: Two or more persons engaged in any mutual violent or physically aggressive contact toward each other such as scuffling, pushing, shoving, or hitting.

Firearm (Federal law): (1) any weapon, including a starter gun, that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade, missile, rocket, or mine.

Firearm (State law): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Firearm Silencer: Any device designed, made, or adapted to muffle the report of a firearm.

Gang: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the district will consult with law enforcement authorities.

Graffiti: Making marks of any kind on the tangible property of another without the effective consent of the owner.

Harassment: Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, or other conduct prohibited by district policy FFH or DIA.

Hazing: Any act, occurring on or off the campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in or maintaining membership in an organization. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

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

IEP: is written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide test; whether successful completion of state-mandated assessments is required for graduation, etc.

Illegal Knife: A knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear. The length of a knife blade will be determined by measuring from the hilt of the knife to the tip of the blade.

Indecent Exposure: Those acts defined in the Texas Penal Code section 21.08.

Intent: The design, resolve, or determination with which a person acts. Since intent is a state of mind, it is ordinarily proved through inferences drawn from the act and/or circumstances surrounding the act. Intent includes the conscious objective or desire to engage in the conduct or cause the result, an awareness that the conduct is reasonably certain to cause the result, or disregard of a substantial and justifiable risk when there is an awareness that the circumstances exist or the result will occur. Intent and motive should not be confused; motive is what prompts a person to act or fail to act, while intent refers only to the state of mind with which the act is done or omitted.

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.

Knife: A bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing.

Knuckles: Any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LAT: stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

Machine Gun: Any firearm capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

NCLB Act: is the federal No Child Left Behind Act of 2001.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, or pipes.

Persistent: Three or more separate violations of the SCC or three occurrences of the same violation.

PGP: stands of Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

Possession: To have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

Prohibited Weapons: A prohibited weapon includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, or zip gun.

Public Lewdness: Those acts defined in Texas Penal Code § 21.07.

Reasonable Belief: A determination that misconduct occurred made by the administrator using all available factual and legal information, including information furnished under Article 15.27 of the Code of Criminal Procedure.

Retaliation: Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime.

SAT: refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement 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.

Self-Defense: To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove him or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

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.

Serious: Any misconduct identified as being punishable with placement in DAEP or expulsion.

Serious Misbehavior: To engage in (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion (meaning to threaten to: commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person), (4) public lewdness as defined in Texas Penal Code Sec. 21.07, (5) indecent exposure as defined in Texas Penal Code Sec. 21.08, (6) criminal mischief as defined in Texas Penal Code Sec. 28.03, (7) personal hazing as defined in Tex. Education code Sec. 37.152, or (8) harassment of a student or District employee as defined in Texas Penal Code Sec. 42.07(a)(1).

Sex Offender: A student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who: (1) is no longer required to register as a sex offender under Chapter 62, (2) is exempt for registering as a sex offender under Chapter 62, or (3) receives an early termination of the obligation to register as a sex offender under Chapter 62.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's performance; creates an intimidating, hostile, or offensive educational environment; affects a student's ability to participate in or benefit from an educational program or activity; otherwise adversely affects the student's educational opportunities, or is prohibited by district policy FFH or FNC.

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

STAAR: is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with a first time 9th grader in the fall of 2011.

STARR Alternate: 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 Modified: is an alternative state-mandated assessment based on modified achievement standards that are administered to eligible students receiving special education services, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L): is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments: are required of students at certain grade levels and in specified subjects. Successful performances are sometimes a condition of promotion, and passing the exit-level TAKS or STAAR EOC assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the test if necessary for promotion or graduation.

Student Code of Conduct: is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS: is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test that is being transitioned to the STAAR program. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment, for which satisfactory performance is required for graduation.

Telecommunication Device: Any type of device that: (1) emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, or (2) permits the recording, transmission, and/or receipt of messages, voices, images, or information in any format or media, electronic or otherwise. It does not include an amateur radio under control of someone with an amateur radio license.

TELPAS: stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten-grade 12.

Terroristic Threat: Threats to commit any offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Title 5 Felony Offenses: Offenses against the person that, depending on the circumstances, may include murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; trafficking of person; unlawful transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; improper photography or visual recording; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; and tampering with a consumer product.

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

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

Under the Influence: when in the employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of a prohibited substance. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior or by the student's admission. The student need not be legally intoxicated.

Use: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

Zip Gun: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

INDEX

- 2016-2017 High School Student Fees - 43
- 2016-2017 Middle School Student Fees - 41
- ABSENCES/ATTENDANCE - 17
- Academic Counseling - 25
- ACADEMIC PROGRAMS - 21
- Acceptable Use of Technology - 36
- Accident Insurance - 61
- Accommodations for children of Military Families - 13
- Acknowledgement Form - 103
- Additional Misconduct - 84
- Appeal for Registered Sex Offender Placement - 87
- Appeals (SCC) - 78
- Athletic Fees - 40
- Attendance for Credit or Final Grade - 19
- AWARDS AND HONORS - 21
- Bacterial Meningitis - 53
- Board Review of Expulsion - 91
- Bring Your Own Device (BYOD) - 35
- BULLYING - 21
- Buses and Other School Vehicles - 67
- Cafeteria Services - 62
- CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS - 22
- Certain Felonies - 87
- Certificates of Coursework Completion - 49
- CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN - 22
- Children's Online Privacy Protection Act (COPPA) - 36
- CLASS RANK - 23
- CLASS SCHEDULES - 23
- Co-curricular/Extra Curricular Dress & Grooming - 35
- COLLEGE AND UNIVERSITY ADMISSIONS - 24
- COLLEGE CREDIT COURSES - 24
- COMPLAINTS AND CONCERNS - 25
- Compulsory Attendance - 17
- Computer and/or Internet Use - 37
- Computer Resources - 36
- Conduct Before and After School - 62
- Conferences (SCC) - 82
- COUNSELING - 25
- COURSE CREDIT - 25
- Coursework Notice - 83
- Credit by Exam – If a Student Has Not Taken the Course - 26
- Credit by Exam – If a Student Has Taken the Course - 26
- Criminal Proceedings - 84
- DAEP Placement of Expelled Students - 93
- DAEP Placement Order - 82
- Dating Violence - 27
- DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION - 26
- Directory Information - 15
- Disciplinary Alternative Education Program (DAEP) Placement - 77
- Discipline Considerations and Management Techniques - 76
- DISCRETIONARY PLACEMENT:
Misconduct That May Result in DAEP Placement - 80
- DISCRETIONARY EXPULSION:
Misconduct That May Result in Expulsion - 88
- Discrimination - 27
- Displaying a Student's Artwork, Projects, Photos, and Other Original Work - 10
- Disregard for Authority - 72
- DISTANCE LEARNING - 28
- DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS - 29
- Doctor's Note after an Absence for Illness - 20
- Documentation after an Absence - 20
- DRESS AND GROOMING - 30
- Dress and Grooming/9th-12th Grade - 33
- Dress and Grooming/6th – 8th Grade - 31
- Dress and Grooming/Pre-K – 5th Grade - 30
- Drug-Testing - 62
- ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES - 35
- Emergency DAEP Placement - 82
- Emergency Expulsion - 90
- Emergency Expulsion Procedures - 93
- Emergency Medical Treatment and Information - 61
- Emergency Placement Procedure - 86
- Emergency School-Closing Information - 62
- End-of-Course (EOC) Assessments for Students in Grades 9-12 - 65
- ENGLISH LANGUAGE LEARNERS (ELL) - 38
- Exceeds School Year - 83
- Excusing a Student from Reciting a Portion of the Declaration of Independence - 11
- Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags - 11
- Exemptions to Compulsory Attendance - 18
- Expulsion - 88
- Expulsion Order - 91
- EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS - 39
- Failure to Comply with Compulsory Attendance - 18
- FEES - 40
- Food Allergies - 54
- Formal Removal - 78
- FUND-RAISING - 45
- GANG-FREE ZONES - 45

General Conduct Violations - 72	Misuse of Technology Resources and the Internet - 75
GENERAL OVERVIEW (SCC) - 70	Newly Enrolled or Transfer Students - 85
General Visitors - 69	NON-DISCRIMINATION STATEMENT - 60
GLOSSARY - 94	Non-school Materials...From Others - 29
GRADE LEVEL CLASSIFICATION - 45	Non-school Materials...From Students - 29
GRADING GUIDELINES - 46	NON-TRADITIONAL ACADEMIC PROGRAMS - 60
GRADUATION - 49	Notice of Procedural Safeguards-Rights of Parents of Students with Disabilities - 13
Graduation Activities - 51	Notification (SCC) - 78
Graduation Expenses - 52	Notification of Law Violations - 57
Graduation Programs - 49	Obtaining Information and Protecting Student Rights - 9
Graduation Speakers - 52	Offices and Elections - 40
Granting Permission to Receive Parenting and Paternity Awareness Instruction - 11	Official Attendance-Taking Time - 20
Granting Permission to Video or Audio Record a Student - 10	"Opting Out" of Surveys and Activities - 10
Guidance Curriculum and Small Group Counseling - 25	Other Health-Related Matters - 55
Harassment - 27	Out-of-School Suspension - 79
HAZING - 52	Parent of Students with Disabilities with Other School-Aged Children in the Home - 12
Head Lice - 55	PARENTAL INVOLVEMENT - 8
HEALTH PROBLEMS, ILLNESS, AND INJURY - 53	PARENTAL RIGHTS - 9
HEALTH-RELATED MATTERS - 53	Parents of Students Who Speak a Primary Language Other than English - 13
Hearing and Required Findings - 87	Participating in Graduation Activities - 71
HOMELESS STUDENTS - 56	Periodic Review for Registered Sex Offender - 86
Identification Badges - 34	Personal Counseling - 25
IMMUNIZATION - 56	Physical Activity for Students in Elementary and Middle School - 55
Impact on Graduation - 52	Placement and/or Expulsion for Certain Offenses - 86
In-School Suspension (ISS) - 79	Placement Review - 84
Inspecting Surveys - 10	PLEDGES OF ALLEGIANCE AND MINUTE OF SILENCE - 60
Investigation of Report - 28	Possession and Use of Personal Telecommunication Devices - 35
LAW ENFORCEMENT AGENCIES - 57	Possession of Prohibited Items - 74
Learning Resource Center - 63	Possession of Telecommunication or Other Electronic Devices - 74
LEAVING CAMPUS - 58	Possible Placements Exceeding One Year - 83
Length of Expulsion - 92	PRAYER - 60
Length of Placement (SCC) - 83	Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies - 61
LOST AND FOUND - 59	Procedure for DAEP Placement - 82
MAKEUP WORK - 59	Promotion and Retention - 47
MANDATORY EXPULSION: Misconduct That Requires Expulsion - 90	Property Offenses - 73
MANDATORY PLACEMENT: Misconduct That Requires DAEP Placement - 81	Providing Assistance to Students Who have Learning Difficulties or Who Need Special Education Services - 12
MEDICINE AT SCHOOL - 59	PSAT - 65
Meetings of Non-curriculum-Related Groups - 63	Psychological Exams, Tests, or Treatment - 25
Metal Detectors - 64	Psychotropic Drugs - 60
Middle School Athletics - 42	Questioning of Students - 57
Miscellaneous Offenses - 76	Rank in Class - 23
Misconduct Identified in State Law - 81	ReadiStep - 65
Mistreatment of Others - 72	

Registered Sex Offenders - 86
 Release of Students - 61
 Removal from the Regular Educational Setting - 78
 Removal from the School Bus - 78
 Removing a Student from Human Sexuality Instruction - 11
 Removing a Student Temporarily From the Classroom - 11
 Report Cards/Progress Reports and Conferences - 48
 Reporting Crimes - 71
 Reporting Procedures - 28
 Request for the Use of a Service Animal - 12
 Requesting Classroom Assignments for Multiple Birth Siblings - 12
 Requesting Limited or No Contact with a Student Through Electronic Media - 11
 Requesting Notices of Certain Student Misconduct - 12
 Requesting Professional Qualifications of Teachers and Staff - 10
 Requirements for a Diploma - 49
 Restrictions during Expulsion - 90
 Restrictions during Placement - 84
 Retaliation - 28
 Returning Student to Classroom - 79
 Reviewing Instructional Materials - 10
 Revoking Transfers - 71
 Routine Referral - 78
 SAFETY - 61
 Safety Transgressions - 75
 SAT/ACT (Scholastic Aptitude Test and American College Test) - 65
 School District Authority and Jurisdiction - 70
 SCHOOL FACILITIES - 62
 School Health Advisory Council (SHAC) - 55
 School Materials - 29
 School Safety Transfers - 12
 School-Sponsored Trips - 67
 SEARCHES - 63
 Secondary Physical Education Fees - 44
 SECTION 504 - 64
 Services for the Homeless and the Title I Participants - 56
 Sexual Assaults and Campus Assignments - 82
 Sexual Harassment and Gender-Based Harassment - 27
 SPECIAL PROGRAMS - 64
 STAAR - 65
 STANDARDIZED TESTING - 65
 Standards for Student Conduct - 72
 Standards of Behavior - 40
 State Scholarships and Grants - 52
 Steroids - 39
 Student Illness - 53
 Student Records - 13
 STUDENT SPEAKERS - 66
 Student/Parent Reunification - 61
 STUDENTS IN PROTECTIVE CUSTODY OF THE STATE - 66
 Students Taken Into Custody - 57
 Students with Disabilities - 51
 Students with Disabilities (SCC) - 77
 Students' Desks and Lockers - 63
 SUBSTANCE ABUSE PREVENTION AND INTERVENTION - 67
 SUICIDE AWARENES - 67
 SUMMER SCHOOL - 67
 TAKS (Texas Assessment of Knowledge and Skills) - 66
 Tardiness - 20
 Techniques - 77
 Technology Usage - 36
 Telecommunication and Other Electronic Devices - 63
 TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT - 67
 Title I - 9
 Trained Dogs - 64
 TRANSPORTATION - 67
 Truancy Prevention/Intervention Measures - 18
 TSI (Texas Success Initiative) Assessment - 66
 Unacceptable and Inappropriate Use of Technology Resources - 35
 Use by Students Before and After School (School Facilities) - 62
 Use of Cell Phones During State Assessments - 66
 Use of Hallways During Class Time - 62
 Valedictorian and Salutatorian - 23
 VANDALISM - 68
 Vehicles on Campus - 64
 Verification of Enrollment (VOE) for TDL Application - 20
 VIDEO CAMERAS - 68
 Visitors Participating in Special Programs for Students - 69
 VISITORS TO THE SCHOOL - 69
 VOLUNTEERS - 69
 WITHDRAW PROCESS FROM SCHOOL - 69
 Working Together - 8



Acknowledgement Form
Judson Independent School District
2016-2017

Please turn in to homeroom or advisory teacher

My child and I are responsible for reading, understanding, and abiding by the Judson Independent School District Student Handbook which includes the Student Code of Conduct, Transportation Guidelines, and Internet Acceptable User Policy and Consent. Additionally, I agree to support life-long learning and accept school-to-career information for my child.

I also understand and agree that my child will be held accountable for the behavior and consequences outlined in the Student Code of Conduct section of this handbook, at school, at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location.

 Student's Name (Please Print)

 Grade Level

 Student Address

 School

 Parent/Guardian Name

 Date

Student Internet Consent Policy

Judson ISD policy allows students to have access to the Internet for educational purposes. If a parent/guardian does not wish his/her student to have access to the Internet the parent/guardian must notify the principal in writing within 10 days of receipt of the Student Handbook.

Your signature on the acknowledgement form of this handbook indicates that you have read and agree to all rules governing the usage of Judson ISD computer facilities.

Initial Attendance Notice

Texas law requires parent notification of the following:

The Texas school attendance law requires that a student between the ages of 6 and 18 attend school each school day for the entire class period of instruction. If a student is absent from school for 10 or more days or parts of days within a 6-month period or 3 or more days or parts of days within a 4-week period, the parent and/or student are subject to legal prosecution.

I, _____, have read and agree to all rules and regulations contained in
 Print Parent/Guardian's Name handbook which includes the Student Code of Conduct.

 Parent/Guardian's Signature

 Date

I, _____, have read and agree to abide by all rules and regulations contained
 Student's Name in this handbook which includes the Student Code of Conduct.

 Student's Signature

 Date



**Options and Requirements
For Providing Assistance to Students
Who Have Learning Difficulties, or
Who Need or May Need Special Education**

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date of the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities*.

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

Contact Person: Dr. Theresa Arocha-Gill, Director, Special Education

Phone Number: 954-5348



2016-2017 DIRECTORY INFORMATION NOTICE

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

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

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

If you do not want Judson ISD to disclose Directory Information from your child's education records without your prior written consent, you must notify the district in writing by the end of the first 10 days of receipt of this form. Failure to return this form within 10 days will result in the release of your child's Directory Information if requested by an outside entity or individual.

A parent is allowed to record their objection to the release of all directory information in one or more specific categories of directory of information.

The Judson ISD Board of Trustees has designated the following information as Directory Information: the student's name, address, telephone listing, 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 members of athletic teams, honors and awards received, and the most recent educational agency or institution attended.



STUDENT INFORMATION RELEASE FORM

Please turn in to homeroom or advisory teacher

Student Name: _____ Student I.D. _____
(last name, first name, middle initial)

School: _____ Grade Level: _____ Date: _____

Parent's Signature: _____

This completed and signed form must be returned to your child's school within 10th day of school. Your selections below will remain in effect for the current school year. **Judson ISD will assume a release code "Use in District Publications" and no restrictions on media, military or higher education if the form is not returned.** As outlined in the *Family Educational Rights and Privacy Act* (FERPA), a Federal law, certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about this student. If you do not want Judson ISD to disclose directory information from your child's education records without your prior written consent, you must circle your choices below and return this form by the 10th day of school. Judson ISD has designated the following information as directory information: Student's name, address, telephone numbers, parent electronic mail addresses, degrees, honors, and awards received, enrollment status, grade level, most recent school attended, participation in officially recognized activities and sports, weight and height of members of athletic teams.

FOR ALL STUDENTS

Please circle your answers for all of the following options.

Release to Non-District Requestors

Yes / No: Judson ISD will be authorized to release your child's directory information to any private requestors, which often include people selling products.

Use in Non-District Publications

Yes / No: Judson ISD will be authorized to release your child's directory information AND photograph to any non-Judson ISD publication.

Use in District Publications

Yes / No: Judson ISD will be authorized to use your child's directory information and photograph in any Judson ISD publication, such as press releases, yearbooks, district web sites, etc.

Media Interviews and Photography

Yes / No: My child may be interviewed, photographed, or filmed by members of the media.

SECONDARY STUDENTS (Grades 6-12) ONLY

Release to Military Recruiters and Higher Education

Yes / No: In addition to the choices above, parents of secondary students may choose yes if they want their child's directory information shared with military recruiters and institutions of higher education.

JISD OFFICE USE ONLY

Designated campus staff must file all forms in alphabetical order in front office and also record above form choices in eSchoolPlus.

Entered in eSchoolPlus by: _____ Date: _____

STUDENT WELFARE FREEDOM FROM BULLYING

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Definition

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

Examples

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding The Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

